

An American Citizenship Course in United States History

COURSE WITH TYPE STUDIES

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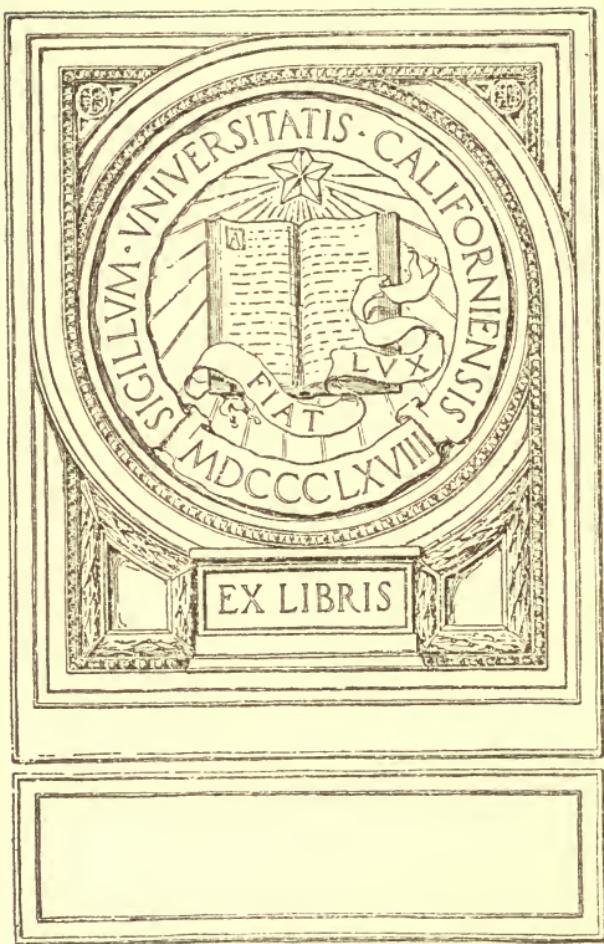
DE VII
BOOK III

The
AMERICAN
SCHOOL
CITIZENSHIP
LEAGUE



CHARLES SCRIBNER'S SONS

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An American Citizenship Course
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COURSE
WITH TYPE STUDIES

BOOK THREE

FOR GRADE VII

PUBLISHED FOR
THE AMERICAN SCHOOL CITIZENSHIP LEAGUE

CHARLES SCRIBNER'S SONS

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A

PREFACE

The History Committee began its work in 1913, holding its first meeting in Philadelphia at the time of the meeting of the Department of Superintendence of the National Education Association. This Committee consisted of five members, as follows: Wilbur F. Gordy, Hartford, Connecticut, Chairman; Philander P. Claxton, United States Commissioner of Education; Charles E. Chadsey, Dean, College of Education, University of Illinois, at that time Superintendent of Schools, Detroit, Michigan; James H. Van Sickle, Superintendent of Schools, Springfield, Massachusetts; and John W. Hall, Dean, School of Education, University of Nevada, at that time Head of Elementary Education Department, University of Cincinnati. From the first Mrs. Fannie Fern Andrews, Secretary of the American School Citizenship League, acted as Secretary-Treasurer of the Committee; and later on Mrs. John W. Hall was, by formal vote, made a member. Both, by their fruitful suggestions and wise counsel, materially strengthened the work of the Committee. Finally Mrs. Andrews took the responsibility of editing the Report and of arranging the final details for publication.

The meetings, which, with the exception of the first, were held in New York, extended over a period of four years, and during this time the Committee sat in earnest session as many as twenty-six days. When the United States entered the World War in 1917, it was thought best to delay issuing the Report until after the conflict should come to an end.

The great changes in the structure of civilization brought about by the war made it necessary for the Committee to make definite changes in its Report, so as to make it conform to the educational needs of the present hour. And these modifications the Committee has added all the more cheerfully, because it believes they will be helpful to both the teacher and the learner in interpreting and understanding the human world of which they are a part.

In conclusion the Committee wishes to express its appreciation of the fine co-operative spirit shown by the many able teachers who have made contributions to this Report. Much of the most suggestive material incorporated has come directly from classrooms where the vitalizing work of skilful teachers is enriching the life of the young through intimate contacts with the great and the good of bygone days.

GENERAL INTRODUCTION

Of making courses of study and curricula there is no end—no end, at least, for progressive teachers bent on doing each day's task better than the task of the day before. And of all subjects of the curriculum there is none so comprehensive and so elusive as the course in history. It is comprehensive because the materials of history have been in the making by every person born into the world from Adam down, and it is elusive because what seems important to one observer at a particular time and for specific reasons may appear to another trivial because of a different point of view and a different purpose. Observers' points of view and purposes are constantly changing. History is not static, it is not merely objective, it cannot be pinned down to a laboratory table and dissected at will; it is what we know of the stream of human life flooded with the ideals, emotions, and actions of struggling, aspiring humanity. And there is no place on the bank from which one can watch the current sweep by. Every one is in the stream and part of the seething mass itself. Any one observer sees pitifully little. The trend of events may be disclosed only through the revelations of many observers gathered

up during many years and freed from the prejudice of personal interests and the bias of race and nationality. It follows, therefore, that what the historian records is made up of a series of fleeting glimpses. He chooses that which suits his purpose; he tells the story in his own way; and so long as he sticks to so-called facts, his integrity will not be questioned.

The writing of history from a personal view-point is easy compared with the problem of what history to teach in our schools and how to teach it. Why try to teach history at all? Is the aim merely to acquaint the learner with ways and means of weighing the facts of history? Is the chief purpose the conveying of knowledge of past events? Are there any lessons that can be gleaned from the past that will be helpful in shaping human conduct in the future? Does a study of history tell us anything of the end of the road that we are now traveling?

These are questions that can be answered, and have been answered repeatedly, *ex cathedra*. But the philosophic view of history, as of other subjects of instruction, does not satisfy the progressive teacher of to-day. He has a notion that what children need is conditioned in part by what children can take and the use they make of it. It is one thing to stuff a child with food—even that food thought best by his elders—and quite another thing to get that food assimilated and built into healthy bone and tissue. The selection of material, there-

fore, for a course in history, becomes a professional task quite as important as the task of supplying the material itself; the one is the task of the professional teacher, the other the task of the professional historian.

The studies included in these volumes are an attempt to find materials in American history that can be presented to the American child in such a way as to produce a definite result—a result that will be evidenced in a better understanding of our national life, a truer sense of historical values, a keener appreciation of our international obligations, and a nobler conception of American citizenship. The work has been shared by many teachers; it has received much criticism from those who have given it a trial, and it is offered to the public, not as a work of genius or even as a finished product, but rather as a suggestion for further experimentation. The authors ask the co-operation of all who are willing to strive with them in finding a better way to train the oncoming generation in the principles of American Democracy.

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A COURSE OF STUDY IN HISTORY

INTRODUCTION

In selecting and arranging the material for Grade VII we have striven to keep constantly in mind the function of both the writer and the teacher of history; and that is to explain the meaning of human life as revealed in the records of the past. In the case of both the historian and the teacher, much depends upon a wise discrimination in choosing typical facts. The guiding principle in choosing these facts should be their nature rather than their number. An orderly and logical grouping of typical events—of events which best symbolize and exemplify the dramatic human story of our country's life from the first English settlement at Jamestown to the adoption of the Constitution—such is the aim in this volume.

To begin with, we have selected typical colonies and typical events in the life of these colonies, in order to make clear why they were settled and what kind of life the colonists led—industrial, social, intellectual, and moral; what kind of ideas and ideals swayed their purposes and influenced their activities; in what ways the three sectional groups of

colonies differed from one another; what influences were helping to bring them into closer and more sympathetic and therefore more co-operative relationships; in other words, what forces aided in developing a spirit of union among the thirteen original colonies.

One of these forces was the conflict between the English and the French for control in North America. (Indian wars, and disputes with royal and proprietary governors were the other two.) In this connection we may add that this was only a part of that more widely extended conflict for control in North America on the part of Spain, England, France, and Holland. Our outline of events shows why both Spain and Holland failed, and how, later, France, after a long and destructive series of wars, was driven out of North America in 1763. The stupendous significance of this fact is that English ideas and institutions—and not French—were to be dominant in the United States.

English institutions, planted in the environment furnished by the New World, developed a great people, self-reliant, independent, liberty-loving, democratic. With the attitude of the English Government—not that of the British nation as a whole—toward such a people as had grown up in the American colonies, it was inevitable that there should be a serious clash. It came, and it is recorded in history as the American Revolution. But it was a con-

flict which in its essence was not so much between two countries as between two great antagonistic principles. In England it expressed itself in discussion and legislation; in America discussion was supplemented by swords and guns, by campaigns and battles. George Washington and Samuel Adams, in America, were no more zealous in fighting for the American principle of "No taxation without representation" than were William Pitt, Conway, and Barré in England. Moreover, we know beyond a doubt that William Pitt and not King George and his friends represented the sentiment of the English people as a whole.

In fact, the American Revolution, as fought out in campaigns and battles on American soil, was a civil war, and such a treatment of it, we believe, is in harmony with the facts. The bitter antagonism between the American Patriots and the American Tories is manifested in each of the two great phases of the war, namely (1) the struggle, up to July 4, 1776, for the rights of free-born Englishmen, and (2) after that date for political independence.

In selecting the typical events of the war we have not only omitted military details, but we have referred only to a comparatively small number of battles. We have tried, however, to make clear what the war meant, and the bearing of the military events upon the conduct and outcome of the war. What the elementary-school pupil needs to learn, ac-

cording to our belief, in the study of this or of any other war, is suggested by three questions: (1) What caused the war? (2) What did the war mean? and (3) What were its significant and lasting results? For the answering of these questions, the complexities of campaigns and the minutiae of battles are not needed. By such a treatment we not only make the study of the war far more simple, thus saving much valuable time, but we also save the pupils from the mental confusion that is too often caused when an attempt is made to teach military details.

We prefer—and we believe with the best of reasons—to put the emphasis upon the aims, ideals, and activities of important leaders and representative men like George Washington and Samuel Adams in America and William Pitt and George the Third in England. Washington, the indispensable man, with his commanding personality, his devoted patriotism, his unerring judgment, and his inspiring leadership, stood for the finest and best that was in the American cause. Much, therefore, should be made of his great personality and his remarkable achievements. There is little doubt that in this way the pupil will best grasp the meaning of the Revolution as a part of the life story of his country.

American independence was the outcome of the Revolutionary struggle. Following this came the Critical Period, when a lack of union almost brought

ruin upon our country. Why was this period critical? and what were the weaknesses of the Confederation? How was the critical situation remedied? It is in answering these questions that we try to show, by means of events, how the spirit of union and co-operation, so necessary if the young nation was to occupy a position of dignity and influence in the family of nations, was developed, and how it expressed itself in that wonderful document of constructive statesmanship, the Constitution of the United States.

But we believe that it is of the first importance for American boys and girls to understand how the spirit of union developed in the American people. We therefore suggest, in the first part of our Type Study on the Critical Period, some of the successive steps in the growth of this spirit—such as the New England Confederation, Franklin's Plan of Union, the Stamp Act Congress, the Committees of Correspondence, and the meeting of the Continental Congress. This development is of significant value to the pupil because it leads him to a realizing sense of the true meaning and strength of union.

Of course our purpose is to make it evident to the young mind that the Federal Union, which grew out of the Confederation, was strong largely because the several states, bound closely together by the co-operative bond, were willing to yield some of their sovereign rights in order to make that Union

powerful and useful for service to humanity and civilization.

As a final comment upon the material selected for Grade VII, we wish to call attention to a fact of striking significance: that from the beginning of colonization, just as from the beginning of discovery and exploration in America, our country's history has been closely identified with the history of the world. The various groups of settlers in the thirteen original colonies brought with them from European lands various ideas, ideals, and institutions, which were to be modified by the new conditions of the New World. The struggle for control in North America was a European struggle, and when England won, the life of her colonies was a part of the life of the mother country. Then came the American Revolution, in which not only America and England were deeply concerned, but also France and Spain. It is of the highest importance that American boys and girls should learn that never has our country lived a separate and hermit life, but has always been in vital relationship with European lands and civilization. In all our experience as a people we have shared and profited by the experience of the world.

Beginning with Grade IV, our Committee was unanimous in making the Type Studies an outstanding feature of this Report. To explain why we have devoted so much time and space to these studies

calls for a brief consideration of the teaching and learning processes which are involved in the use of history as a subject in the school curriculum.

History has to do with human experience. It represents men as acting in groups, as a rule under the influence and guidance of great leaders. Human action is always the outward expression of the human spirit as it seeks to achieve its purpose and to realize its ideals. Actions, deeds, and events are merely symbols of the emotions and ideas which sway men in their daily living, whether in times of peaceful industry or in moments of stormy revolution or devastating war.

The significant thing for the teacher to keep in mind constantly is that the real purpose in the teaching of history is to aid the learner to re-experience the life of the past. This means that the child will, through his sympathetic imagination—through his feeling and thinking and imagining—live over the lives of men who manifested their ideals and purposes in what they said and especially in what they did. In other words, the study of history involves two distinct sets of phenomena—the outward life of action and the inner life of the spirit.

Only a few words are needed to make clear which of these sets of phenomena is the more important. What we wish above all else to learn from history is how to make the most of our own lives; how to work successfully with other human beings in the

various forms of group life with which we are all identified in the varied activities of daily life. To stop with the knowledge of the outward life of action without getting at the intangible thing symbolized is to fail in the purpose we have in view. It is not enough to know what men did. It is not enough to learn events. We must get at the heads and the hearts of the men behind the events. We must interpret the meaning of the symbols. If we do this we shall learn the lessons which the past has to teach us. We shall understand how and why one course of action always may lead to success, and another to failure. We shall thus profit by the vicarious living of men long since gone from the stage on which the great human drama has been played. Their lives were fundamentally like our own.

From the foregoing it is evident that history is not static. It is dynamic. It is not the products, but the processes, of human life that claim our attention in the teaching of history.

Moreover, the difficulties for the learner are increased by his having to deal with two forms of symbols. The first consists of words as used by the teacher in her oral statements or by the author of the historical reader or text-book which the pupils use. And this real difficulty is often faintly apprehended and sometimes not apprehended at all by the inexperienced teacher. The first question for

the teacher to ask herself, then, is: Do my pupils understand the meaning of the sentences which state the events?

But when that difficulty is removed, there is still another which may rob the study of history of all practical value. In fact, if this difficulty is not overcome in every school, history should find no place in the course of study. It is this: The interpretation—the intelligent grasp—of the meaning of deeds, actions, events. Such interpretation involves far more than the memorizing of dates and facts as these are recorded in sentences, paragraphs, chapters, and accounts of definite historical epochs. It calls for the exercise of sympathy, imagination, and the reasoning power, all of which are active when the learner revives and re-experiences the past. The second question for the teacher to ask is this: Are my pupils translating the facts of history into thought and feelings which are symbolized? Do they understand what the events mean?

If we are correct in our point of view, the classroom procedure in history should not be limited to the reading or study of text-books by the children and to the asking by the teacher of test or memory questions about what the children have read or studied. Too often do the teachers in the lower grades supply the information about our great historical characters either by reading to the children or by telling them, and then asking them test or

memory questions to see whether they have remembered. Such work has very little value, because it results largely in storing up in the memory a few unrelated and meaningless facts and sometimes even stops with the memorizing of a few symbols in the form of dates, words, and sentences.

The aim of these Type Studies is to help teachers to *teach* history—to call into play the sympathetic and dramatic imagination—to stimulate the children through good thought questions to genuine constructive thinking toward a definite end. The questions in the Type Studies are based upon knowledge which the children have already gained through their life-experience and through previous study. Through their active thinking, through their reading and reports, they will build up new historical concepts and widen and deepen the vital current of their thought and feeling, and of their ideas and ideals. Thus a basis is laid for character and conduct.

When the teacher *tells* or the children *read*, their minds may be passive and receptive. When the teacher *teaches*, as these Type Studies are intended to stimulate her to do, the children's minds are active and creative. Such a procedure makes for keener interest and better memory of facts. Moreover, the resulting active mental attitude toward historical subjects, as well as toward all other subjects, is the

attitude we desire children to cultivate. It is fundamental to training in strong, positive citizenship.

Having stated the reasons why we regard the Type Studies as invaluable aids to the real teaching of history, we make no apology for the prominent place we have given them in our Report. As will be noted on examination of the material outlined for Grade VII in this volume, most of the work for this grade is included in the Type Studies. If it seems desirable in certain schools to make use of all the topics we have outlined in the General Course, this can easily be done. We have tried, in the Type Studies we have chosen in this and in the other grades, to present good models as worked out by successful teachers and in many cases actually tested by classroom use.

It is hardly necessary to suggest how these Type Studies may be used. (1) They may accompany the General Course; that is, the appropriate Type Study may be used immediately after the class has more or less rapidly gone over a historical period in the General Course. (2) They may altogether take the place of the General Course. But in whatever way they may be used, the Committee strongly believes that they will help to make history less formal, more interesting, and far more vital and illuminating. Indeed, our confidence leads us to hope that the intelligent use of these Type Studies will awaken a new enthusiasm in many a schoolroom.

In outlining the topics of the General Course for Grade VII, we have incorporated "Suggestions for the Teacher" and "Questions and Problems for the Pupil." We hope that these "Suggestions" and "Questions and Problems" will prove helpful to the teacher and stimulative to the pupil. In the "Suggestions" we have tried to give some indication, for the benefit of less-experienced teachers, of relative values, and have thrown out hints here and there of methods which may be employed in handling the material. From actual experience in the schoolroom and from careful observation of many skilful teachers, we feel some confidence in the practical value of what we suggest.

At all events, we venture to request that the young teacher, before attempting to teach a single lesson in Grade VII, read with much care not only the General Course, including the "Suggestions" and the "Questions and Problems," but also the Type Studies, so that she may get a general survey of the year's work as well as catch the spirit and purpose which give it significance and value. Then, with an intelligent appreciation of what is to be done and with a proper choice of ways and means of doing it, she will be ready to take up the study with her class with that sympathy and enthusiasm which play so large a part in successful teaching.

Having made this general survey for herself, the teacher is better equipped for the work of the class-

room, where knowledge and enthusiasm will be greatly aided by method. Before taking up the serious study of a chapter or period, it is a good plan, we believe, either to read it over with the class, or at any rate to pass over it rapidly, with the purpose of helping the pupils to get a general view of it. They are then prepared to study with intelligence, because, with this "bird's-eye" picture in mind, they can better see causal connections.

Of course, as a stimulus to tracing such connections, the "Questions and Problems" suggested in the General Course will be found of great value. In fact, the answering of such "Questions" and the discussion of such "Problems" will furnish mental training quite equal to any that can come from the study of science or mathematics. Moreover, in almost every paragraph of the Type Studies prepared for Grade VII there is a demand made upon the reason which is quite as exacting as that which is made by the ordinary problems in geometry or physics. There is this difference, however, that while exact reasoning is required in mathematics, probable reasoning is required in history, and it is probable reasoning that we have to use in working out most of the problems in the human affairs of our every-day experience.

But the questions which call for the exercise of the reasoning faculty should not be asked by the teacher alone. We believe it to be a good plan to

require the pupils to prepare a written question on every lesson. The value of this device in leading them to note the working of cause and effect cannot easily be measured. The pupils' questions used in recitations will call forth many differences of opinion. Sometimes, especially on review, the entire recitation may be devoted to their discussion. At such times the teacher will do well to encourage freedom of expression and also to refrain from making known her own views until she has given the members of the class an opportunity to reach a conclusion. There need be no haste about settling every question that comes up for consideration.

The questions and discussions during the recitation period will furnish good preparation for formal debates. A comparison of men and measures should always call forth, in a well-trained class, different points of view and, therefore, differences of opinion. Moreover, formal debates, with chosen leaders, test the extent and accuracy of the pupil's knowledge, train him to look at all sides of a question before making up his mind, and help him to express his ideas in clear and definite language.

In the study of causal relations—a study which gives history a fascinating quality—chronology is invaluable. Dates, in history, are like the facts of the multiplication table in arithmetic. They are tools which the mind must use in many of its thinking processes. In other words, when rightly used,

they are of the first importance because they help us to understand the meaning of history. For it is evident that from one point of view events are causes and from another, effects. But, however regarded, they occur in time, and a clear understanding of their logical relations demands an acquaintance with their chronological relations. Nevertheless, only the great landmarks—and they are few—need to be known with absolute accuracy.

Little progress can be made in connecting causally one event with another except through the use of the imagination. Only as one great fact is held before the mind in comparison with another can we see the relations which connect them as cause and effect. Without the exercise of the imagination, the judgment and reason would remain forever dormant and inoperative.

Of course, in history as in literature, the imagination has its greatest value in helping us to recall with vivid reality men and women of the long ago as they appeared to those who knew them. In this way the pupil is brought into close and intimate relations with those who now live only in their words and deeds. And to establish such relationships between the learner and the men and women of the past is the one essential service of history to mankind. Therefore, in teaching history, emphasis should be given to personal force. It has been truly said that truth finds its supreme embodiment in personality.

Certain men and women are leaders because they represent in themselves the best characteristics of the people they lead. The boy has no special interest in these characteristics as they find expression in a whole people, but he has a deep interest in them as they find expression in a distinguished man or woman. By studying these distinguished men and women, by finding out what they felt and thought and did, the pupil will get at the true meaning of history, for the motives and ideals of great leaders reveal the motives and ideals that inspired the people in all their struggles for the betterment of humanity.

GRADE VII

EXPLORATION, COLONIZATION, INDEPENDENCE, CONFEDERATION, AND THE CONSTITUTION

1. Virginia, Maryland, and the Other Southern Colonies
2. Massachusetts, Connecticut, and the Other New England Colonies
3. New York, Pennsylvania, and the Other Middle Colonies
4. The Indians
5. French Explorations in North America
6. The Struggle between England and France for Control in North America
7. Life in the English Colonies at the Close of the Last French War
8. Colonial Government
9. Causes of the Revolution
10. The Outbreak of the War and the Declaration of Independence
11. George Washington and the Struggle for Independence
12. Continuation and End of the Struggle for Independence
13. The Confederation and the Formation of the Federal Constitution

Before taking up the settlement of North America and the growth of the colonies, a very careful review should be made of the following: the discovery of America by Columbus; how America came to be

named for Americus Vespucius; John Cabot and his discoveries; Magellan's great voyage; Cartier sails up the St. Lawrence; De Soto reaches the Mississippi; Sir Humphrey Gilbert's scheme; and Raleigh's attempt to plant colonies in the New World.

In connection with the foregoing, a careful survey should be made of the situation involving the rivalries among the Spaniards, the English, the French, and the Dutch, with especial reference to the bearing of such rivalries upon the struggle for control of territory in North America; for it should be remembered that United States history, down to the close of the Last French War, largely concerns itself with the struggles of these four nations of Western Europe for an extension of their power in the New World, and particularly in that part of North America lying north of Mexico.

After such a careful review has been made with constant use of the map the pupils will be ready for an intelligent study of the advance.

I. VIRGINIA, MARYLAND, AND THE OTHER SOUTHERN COLONIES

The London Company and the land it controlled; hardships of the settlers at Jamestown; the early settlers and the Indians; the story of John Smith; Dale and the individual ownership of land and goods; self-government; tobacco and rural life; the first slaves and inden-

tured servants; Berkeley, the Stuart Governor, and Bacon's Rebellion.

Lord Baltimore and the founding of Maryland; why English Catholics desired to emigrate; the liberal charter; tobacco and rural life.

Although Virginia and Maryland are made to serve as typical colonies of the Southern group, the three other colonies of this group—North Carolina, South Carolina, and Georgia—should be referred to briefly.

It is suggested that when the topics touch upon local history, the schools give a more extended attention to the beginnings of colonial life within their borders. This can be done in two ways: (1) By adding new topics; or (2) by treating in greater fullness or detail the topics outlined.

In the treatment of the English colonies, Virginia and Maryland are made to typify the Southern group; Massachusetts and Connecticut, the New England group; and New York and Pennsylvania, the Middle group. The history of each colony is carried forward from its settlement to 1689, the date which marks the beginning of the Intercolonial Wars.

Suggestions for the Teacher

Before taking up the topics as outlined, it would be a good plan, we believe, to call attention to the

approaches to the Mississippi Valley, the heart of the continent. The principal ones of these were the Hudson-Mohawk route, the St. Lawrence River and the Great Lakes route, and the all-water way from the Gulf of Mexico. The pupils should trace these routes on the map.

Questions and Problems for the Pupil

What kind of people were the early settlers of Virginia and why did they come to the New World? What was their every-day life? What kind of man was John Smith, and what did he do for the colonists? What do you admire about him? What caused the "starving time"? Do you think the colony would have suffered so much if John Smith had remained in Virginia? Who was Pocahontas, and what was her relation to the colonists? Explain the relation between the cultivation of tobacco and rural life.

What purpose had Lord Baltimore in founding a colony in Maryland? To what extent did Maryland establish the principle of religious toleration? Why were towns so scarce in Virginia and Maryland?

2. MASSACHUSETTS, CONNECTICUT, AND THE OTHER NEW ENGLAND COLONIES

England under the Stuarts, including, in particular, a brief statement of the struggle at that time between the crown and the people,

and of the origin of the Puritans and the Separatists. Why the Pilgrims went from England to Holland; why they left Holland and came to America; difficulties in the way of their coming; story of the voyage and the settlement of Plymouth; the relations of the Pilgrims with the Indians; Miles Standish and Massasoit.

The Puritans and the Massachusetts Bay Colony; how the Pilgrims and the Puritans governed themselves; emigration from Massachusetts to Connecticut; Thomas Hooker and the settlement of Hartford; the settlement of New Haven; Roger Williams and the settlement of Rhode Island; religious intolerance and the Quakers; why Massachusetts lost her charter; Andros, the Stuart Governor, in New England.

Although Massachusetts and Connecticut are treated as typical colonies of the New England group, brief reference should be made to New Hampshire and Rhode Island as the two other colonies of this group.

Suggestions for the Teacher

The pupil should understand the nature of the struggle between the Stuart kings and the people of England and also two or three results of this struggle. Then he can understand more clearly why there came to be any Pilgrims and Puritans, what they stood

for, and why many of them came to New England. With such facts in mind the pupil is ready to grasp the meaning of the beginnings of New England. Of course, the teacher will duly emphasize the high purpose of the Puritans and the simplicity and noble spirit of the Pilgrims. Here indeed is a rare opportunity to humanize history and at the same time impress moral lessons of lasting value. It will not be difficult to make clear the attitude of the Puritans toward Roger Williams, and this should certainly be done.

Questions and Problems for the Pupil

How would you explain the difference between the Pilgrims and the Puritans? What do you admire about the Pilgrims? Imagine yourself one of the boys or girls on the Mayflower, and tell something about the stormy voyage to New England. Impersonating one of the picked men who selected Plymouth as a place of settlement, give an account of what happened. Why did the Pilgrims suffer so much during the first winter at Plymouth? Tell something about their dwellings and their food.

Why did the Puritans leave England? What kind of man was their leader, John Winthrop? Why did they banish Roger Williams? What is your opinion of him? Do you think the Puritans treated him fairly? Imagine yourself going with him through the woods and tell the story of the journey. Were

the Puritans just in punishing the Quakers as they did?

Why did Thomas Hooker leave his party and go to Connecticut? Imagine yourself with him and give an account of the journey through the woods to Hartford.

3. NEW YORK, PENNSYLVANIA, AND THE OTHER MIDDLE COLONIES

Henry Hudson and the discovery of the Hudson River; the Dutch claim New Netherland; the Dutch trading post at Albany, a gateway to the Mohawk Valley and the Great Lakes; the patroons; friendship between the Dutch and the Iroquois; the navigation laws cause trouble between the English and the Dutch; New Netherland becomes New York.

The Quakers; why William Penn founded a settlement in Pennsylvania; friendly relations with the Indians; religious liberty; Philadelphia; rapid growth of Pennsylvania.

The two other colonies of the Middle group—New Jersey and Delaware—should be briefly considered.

Suggestions for the Teacher

It is important to note how Hudson won the goodwill of the Iroquois Indians for the Dutch in contrast with Champlain's mistake in making them

deadly enemies of the French. It is also important to compare the failure of Dutch colonization with a like failure of the Spaniards in territory now included in our country. What was the leading cause of failure in each case?

It would be very easy for teachers outside of New York State to waste time in teaching details about the various Dutch and English governors.

Emphasis might well be put upon the reason why Penn settled Pennsylvania, his liberal attitude toward the colonists, his friendly relations with the Indians, and the reasons for the rapid growth of his colony. The meaning of a few important dates like 1620, 1664, and 1681 should be thoroughly taught.

Questions and Problems for the Pupil

Do you understand how Henry Hudson won the friendship of the powerful Iroquois for the Dutch while Champlain made them bitter enemies of the French? Who were the Iroquois, and where did they live? Explain fully the patroon system plan of settlement. Do you think this system was a good thing for New Netherland? To what extent was the patroon system established? How did fur trading affect the growth of New Netherland? Explain how New Netherland became New York.

What were some of the characteristics of the Quakers? What kind of man was William Penn?

What did the Indians think of him? What do you admire about him?

In the order of settlement, Pennsylvania was the twelfth of the original thirteen English colonies. When was it settled? Georgia was the thirteenth, or last of them. When was it settled? Which of the colonies you have studied were settled from a religious motive? When was the first of the original thirteen settled?

4. THE INDIANS

(Attention to be given to typical tribes in the United States.)

Their character; their homes, dress, food, and ways of living; occupations; the canoe and the snow-shoe; their relations with the white people; causes and results of the Pequot War and of King Philip's War.

Suggestions for the Teacher

Most of the material on the Indians to be found in any text-book should not be assigned for memorizing, but instead should be read and discussed by the teacher with the class.

5. FRENCH EXPLORATIONS IN NORTH AMERICA

Champlain and the Iroquois; the story of Marquette and the Jesuit missionaries; La Salle's journeys and conflicts; French settle-

ments in the West—Detroit, Vincennes, Kaskaskia, and New Orleans.

Suggestions for the Teacher

Before taking up the study of Champlain, some attention should be given to the explorations of Cartier, and also to the St. Lawrence as one of the great waterways to the Mississippi Valley. Make clear the importance of this river as a gateway to the heart of the continent.

Here as elsewhere the maps should be freely used. In the struggle for control of North America it was of the first importance to get control of the Mississippi River, and in this connection the work of Marquette and LaSalle was invaluable for French interests. But in order to make the account vital, a strong appeal should be made to the pupil's emotion and imagination, by bringing out the personal traits of these men as well as the dangers they incurred, the hardships they endured, and the manly courage they displayed. The work of other Jesuit missionaries besides Marquette deserves careful study.

Questions and Problems for the Pupil

What was the distinctive work of Cartier and of Champlain? Which did the more important work and why? Do you think Champlain is to be severely criticized for his mistake in making the Iroquois

unfriendly to the French? In what respect was this mistake most harmful to French interests? What kind of man was Marquette? What kind of man was LaSalle? What did each accomplish? Which do you admire the more, and why?

Note the fact that LaSalle explored the Mississippi to its mouth in 1682 and that this was the year that William Penn was founding the city of Philadelphia. Also observe that this was only seven years before 1689, a significant date in American history, as we are soon to find out.

6. THE STRUGGLE BETWEEN ENGLAND AND FRANCE FOR CONTROL IN NORTH AMERICA

The explorations made by Marquette and LaSalle occurred not many years before 1689. That year James II was driven out of England and sought refuge in the French court. There France took up his cause, and at that time England and France began a series of wars which lasted until 1763. While these wars—which were really a part of a gigantic struggle for colonial empire and world power—were going on in Europe, the French and the English colonies were fighting in North America.

Both the French and the English encouraged their Indian allies to make attacks upon frontier settlements during the years that France and England were at war. These wars furnished such common dangers as were necessary in order to develop and

strengthen a much needed spirit of union among the English colonies. For down to the time when all this fighting began, each colony went largely its own way, with little regard for the wishes or welfare of the others or of any one of the others. These wars were called Intercolonial Wars. The last is the only one that is important enough for serious study in the seventh grade, for it was national, and led the provincial to begin to think of himself as an American. It is known as the French and Indian War, and is sometimes called the Last French War in America. It corresponds to the Seven Years' War in Europe.

How the Last French War was brought about; Braddock's Expedition; the exile of the Arcadians; Montcalm and Wolfe, and the fight for Canada; the treaty of peace and other results of the war complete this topic.

Suggestions for the Teacher

The pupils need to know the causes and results of the war but not the military details. They should be brought also, through their sympathetic imagination, closely in touch with George Washington and James Wolfe. Some years ago a teacher of history was working with a group of boys and girls in the highest grammar grade. He told them, when they had in imagination lived over again the thrilling

and inspiring experience of Wolfe at Quebec, that he wished them to write an account of it, making it as graphic as they could. One of them asked, "Shall we go with him?" "Yes," was the teacher's answer, "let us in our imagination go with him and come into close touch with his fine, heroic spirit." The accounts which the children wrote were colorful and vivid, for they had been with him as he climbed the rocky heights and had been thrilled by his daring and heroism.

Questions and Problems for the Pupil

What were the Intercolonial Wars, and why were they so called? Why was the last one the most important of all? What was its most important cause? Why did Braddock fail? What do you think of him? What were some of Wolfe's trials? Why did he succeed? What do you admire about him?

What were the most striking results of the Last French War? Can you explain why the French failed as rivals with England in the planting of colonies in North America? Review the failure of two other rivals of England,—Spain and Holland.

7. LIFE IN THE ENGLISH COLONIES AT THE CLOSE OF THE LAST FRENCH WAR

Here we wish to make clear the life of the people in the three groups of colonies at the close of the Last French War. What was the nature of their

home life? What kind of schools had they? What kind of amusements and social life? What were their occupations? Their modes of travel and transportation?

Suggestions for the Teacher

The points of difference between the people in one group of colonies and those in another should be carefully noted. In this way some interesting facts will be learned in connection with the intimate relations existing between history and geography.

Modes of travel and communication should be carefully studied because they had a large influence upon the life of the people.

Questions and Problems for the Pupil

Explain why most people in Virginia lived on plantations, while most people in Massachusetts lived in towns and villages. What kind of schools did boys and girls attend in New England? In what kind of churches did the New England people worship? Where do you think you would have enjoyed life more, in Massachusetts or Virginia? Why?

8. COLONIAL GOVERNMENT

How the colonies were governed; republican, proprietary, and royal colonies; the Albany Convention; Franklin's plan of union.

Suggestions for the Teacher

Although it is easy to make these topics too difficult for grammar-school children, yet it is worth while for them to get clear ideas of how the colonies managed their political affairs. Certainly they should know what Franklin's plan of union was, and the reasons why it failed.

Questions and Problems for the Pupil

What was the difference between a republican and a proprietary colony? Between a proprietary and a royal colony? What do you think of Franklin's plan of union? In what way did the discussion of it serve a useful purpose?

9. CAUSES OF THE REVOLUTION

The Navigation Acts; the Sugar Act; the Stamp Act and its repeal; English and American views of representation; the American Patriots and Tories; Patrick Henry; William Pitt; George Third and his friends; taxes of 1767; Samuel Adams and the "Boston Tea Party" and its results; Committees of Correspondence; first Continental Congress.

Suggestions for the Teacher

The war should be treated in large measure as a civil war. The Patriots and Tories in the colonies

were not less antagonistic toward each other than were the king and his party in England to William Pitt and his followers there. Who were the American Tories? What classes of people did they represent? How many did they number? In what ways was the spirit of union among the colonies developed? In answering this question such battles as Lexington and Concord, Bunker Hill and Trenton, have much of their value.

It is only fair that the pupils should get the English point of view in levying taxes upon the colonies, and also the English view of representation. If such questions are discussed history is much more interesting and instructive.

Much should be made of the personal influence of such men as Patrick Henry and Samuel Adams in America, and William Pitt and George Third in England.

Questions and Problems for the Pupil

What view of representation was held by the colonists? How did the British Government consider the colonies to be represented? Why did they object to the Stamp Act? How did Patrick Henry give expression to his attitude toward the Stamp Act? What kind of man was he? Why was the Stamp Act repealed? Do you think George Third was honest in his views as to taxing the Americans? How did William Pitt stand as to the question of

such taxation? What was the Boston Tea Party, and what was its cause? Do you think it was right for the men in this party to throw the tea into Boston harbor? What did Samuel Adams do? What is your opinion of him? Of what value to the Patriot cause were Committees of Correspondence? What was the Boston Port Bill and how did it help to develop a spirit of union among the colonies? What bearing did the Boston Port Bill have upon the first meeting of the Continental Congress? Why was this body called the Continental Congress?

10. THE OUTBREAK OF THE WAR AND THE DECLARATION OF INDEPENDENCE

The first fighting at Lexington, Concord, and Bunker Hill; second meeting of the Continental Congress; sentiment in America for and against independence; the signing of the Declaration of Independence; how the colonies organized into states and the states into the Confederation.

Suggestions for the Teacher

The spirit of the Patriots in the revolutionary struggle is well brought out in the account of the battles of Concord and Lexington and of Bunker Hill. But military details should not be studied and memorized. Good narratives in supplementary

books may be read, for colorful and picturesque details will prove effective for making the correct impressions.

Questions and Problems for the Pupil

What connection had Paul Revere's ride with the battles of Lexington and Concord? Impersonating Paul Revere, tell the story of your midnight ride. What were the Americans fighting for before the signing of the Declaration of Independence? What afterward? How was the Declaration written? Analyze the issues in the Declaration. Which phrases are so often quoted? Why is the Declaration of Independence a great historical document?

II. GEORGE WASHINGTON AND THE STRUGGLE FOR INDEPENDENCE

Washington at New York; his retreat through New Jersey; Washington at Trenton and Princeton; Washington at Brandywine; Burgoyne's expedition and surrender; Valley Forge and plots against Washington.

Suggestions for the Teacher

When taking up the various campaigns of the Revolution, in so far as possible make the noble and commanding personality of George Washington the central figure. *Military details should not be studied.*

A detailed study of campaigns and battles, here or elsewhere, is a sheer waste of time. Much of the material found in any text should be merely read and discussed with reference to significant events that resulted or were modified by battles.

Questions and Problems for the Pupil

Imagine you were with Washington on his retreat from Long Island to New York. Go with him in his retreat across New Jersey. Would you have taken the risk he took on that stormy night when he was on his way to attack the Hessians at Trenton? Explain why his victory at Trenton was a great achievement. What kind of generalship did his escape from Cornwallis near Trenton on the night before the battle of Princeton show? Washington has been called the indispensable man of the Revolution. If you think that is true, give reasons.

12. CONTINUATION AND END OF THE STRUGGLE FOR INDEPENDENCE

The Indians in the Northwest; the story of George Rogers Clark in the Northwest; France allies herself with the Americans against England; LaFayette comes to America; Franklin in France; John Paul Jones and the American Navy; reasons why the British tried to conquer the South; American losses in the South;

Francis Marion and other partisan leaders; Greene and Cornwallis; Cornwallis trapped at Yorktown; the treaty of peace.

Suggestions for the Teacher

Continue to center attention upon important movements and the personality and achievements of representative men. The part which the back-woodsmen of Kentucky and Tennessee played in the struggle deserves careful consideration just as does the heroic work of George Rogers Clark. The story of LaFayette, of Franklin in France, and of John Paul Jones may be made to stir the heart of almost any boy or girl. The treating of such individual leaders as centers of important movements and situations tends to make history colorful, picturesque, and vital, and a real study of human life.

Arnold's treason should be studied before taking up the struggle between Greene and Cornwallis for control in the South. Give particular stress to the British plan to turn the struggle into a civil war in the South. Emphasize the bitterness and cruelty of the partisan warfare, but do not go into details about the campaign in the South. King's Mountain helps to bring out the fact that the war was a civil war; but the rest of the military part, outside of the fact of Cornwallis' surrender, has very little value.

In connection with the treaty of peace, the boundary questions, the success of the Americans in win-

ning independence, and the failure of George Third's plan of personal government should be considered, and finally the tragic fate of the Tories.

The results of the war, especially the *economic* and *moral waste*, should be emphasized. The harsh treatment of the Tories and their banishment from their native land deserves prominent mention. According to a trustworthy estimate, sixty thousand Tories went into exile during the years from 1775 to 1787. This is one of the saddest tragedies recorded in American History.

COST OF REVOLUTIONARY WAR

Actual pecuniary cost about	\$170,000,000
Cost of pensions.....	70,000,000
	<hr/>
	\$240,000,000

Relative to the wealth of the country, it represented a cost equivalent to \$5,000,000,000 to-day.

LOSS OF LIFE

Impossible to estimate.

Questions and Problems for the Pupil

How do you account for George Rogers Clark's remarkable achievement? What was the result of it? Who was LaFayette? How did Washington show his regard for and his confidence in him? What do you admire about this young Frenchman?

How old was Franklin when he went to France? How did he help the American cause in that country? Why was he so much liked by the French people? What distinguished service did John Paul Jones render the American cause? Tell about some of the heroic exploits of Marion, "the Swamp Fox." Tell how Washington was able to entrap Cornwallis at Yorktown. Of what value was the presence of the French fleet? At the close of your study of the Revolution write a story on why Washington has been called the father of his country. Should not the example of his noble and unselfish life help us to become good citizens?

13. THE CONFEDERATION AND THE FORMATION OF THE FEDERAL CONSTITUTION

Weakness of the central government under the Articles of Confederation; commercial troubles between the states; money troubles in Massachusetts and elsewhere; conflicting claims to the Northwest Territory; the Ordinance of 1787 and the first settlements in Ohio; the Constitutional Convention; conflict between the large states and the small states; conflict between the free states and the slave states; the three departments in the new government; the powers of the new government; difficult problems which the convention met; the Constitution ratified.

Suggestions for the Teacher

The critical period (1783-1789) should be used as an important lesson in the need of moral, social, and political union. Why did the Confederation break down? The growth of the *feeling of union* in the colonies in its gradual development from the New England Confederation (1643) to the Constitutional Convention (1787) is important. The *idea of union*, first of four small communities (1643) and later of thirteen important states (1787), and now of forty-eight, has in it certain features for general welfare and common good which all the countries of the world might agree upon.

The topics of this chapter should be carefully handled with due regard to the immature thought and limited experience of the children, but the most important facts should be made clear.

Questions and Problems for the Pupil

Explain in what ways Congress was weak under the Articles of Confederation. Discuss one matter of great consequence that was settled by Congress under the Articles of Confederation. Can you explain how danger from the Indians helped to develop the need and the spirit of union? Why would the thirteen states work together more effectively while the Revolutionary War was going on than they would after it had ended? In what ways

did the Federal Constitution make the central government stronger than it was under the Articles of Confederation? Why would there naturally be a struggle between the large states and the small states? Between the free states and the slave states? How was the Federal Constitution itself an indication that the spirit of co-operation and union was growing in our country? How was the Constitution ratified? Do you know what the following dates stand for: 1492; 1588; 1607; 1620; 1664; 1689; April 19, 1775; July 4, 1776; 1775-1783; 1787?

TYPE STUDIES FOR GRADE VII

1. The Growth of Discovery and Settlement in America
2. The Struggle for Control in America
3. The Struggle between England and Her Colonies
4. The Critical Period, 1783-1789

(1) THE GROWTH OF DISCOVERY AND SETTLEMENT IN AMERICA

M. JULIA DETRAZ

What nations had made explorations in America before 1600? What did these nations do to establish their claims to this land? Let us find out how the English founded their first colony or settlement in America.

Growth of the English Colonies

Virginia

What attempts at American colonization had been made by the English prior to 1600? By whom were these made? All attempts at colonization had been made by individuals. How did these individuals obtain the necessary funds? Through private fortunes, some help from the crown, and money from friends as investment. Why were these men willing to put their money in these expeditions? They expected great wealth and treasure from the new land. How would the fact that these attempts were made by individuals using private capital affect the success of the settlements? Often there was not enough money to maintain the colony after it was planted. What foreign power would object to Eng-

lish settlements in America? On what grounds could Spain object? What rival claims could England make? John Cabot had explored Eastern coast in 1497-1498. How could Spain make settlement more difficult for the English? What was the final result of the quarrel between Spain and England? War—defeat of the Spanish Armada. What did the defeat of the Armada mean to English sailors? How would this affect English colonization? As right to colonize had been one of the issues of the war, England would immediately make use of her privilege. Of course the reported resources of the new land and the acquisition of territory influenced her.

Individual attempts at colonization had all failed. How else could an expedition for settlement be started? When a man nowadays invents something which he has not money enough to manufacture, what does he do? Either sells or forms a company. What does each man in the company do? Each puts in a certain capital and draws a certain per cent of the profits. How could such a company be formed for settlement in America and what would be their problems? Men agree to put money into the company to buy ships, etc.; next they obtain permission to use the land; then they must get men to make the attempt, and arrange for the management of the colony. Why would men invest their money in such a company? They expected great

profits because of the reported riches of the land. Of whom would they obtain permission to occupy the land? From the king. Why would the king be glad to make such land grants? He wanted the land settled as well as some of the profits. He demanded and was promised one-fifth of all the gold found. Could the King of England make such a demand to-day? What would happen if the President of the United States should make such a demand? What men could the company induce to go to America? Perhaps there were men dissatisfied in England—those who had poor homes or no work. What kind of men come to America to-day and for what reason? Shortly before this time a great part of the farm-land in England had been turned into grazing-lands for sheep. Why? More profit in the production of wool. In what ways did this affect the people of England? Lessened food-supply and the number of hands needed on the farms. More men, therefore, were out of work on the farms. Why has the production of wool in England less relative importance to-day? When did this change take place? With introduction of manufacturing and machine-made goods England became a manufacturing country. For twenty years England had been at war—now that peace had been declared and the armies disbanded what would become of all the soldiers? In what ways were these men prepared for undertaking an expedition for settlement in

America? In what ways not prepared? What part of the work of making the settlement were the members of the Company planning to do? Why did but few of them go with the expedition? They were rich men established in England, who did not care to endure the hardships. They had entered the Company only as an enterprise for profit. What plans would the Company make for the management of the colony? Why would the men who were to make the expedition have no voice in the management? Why would the management not be left entirely with the Company? The king had an interest—it was to be his colony. Then what would the Company need? What is a company obliged to have to-day before it starts into business? So the king gave to the Company a grant or charter. For what would such a charter provide? It provided that a few of the men of the Company, in England, should form a council to manage the affairs of the Company. This council was to select a few of the men going to the colony to form a council to manage affairs there. What plans would the Company make for ownership of the land in the colony? It decided that all the land and anything produced on it was to be held jointly for five years. What did this mean? That all land should be owned by the Company; the men were simply to work upon it. Why would the men who went in the expedition agree to this? To what system of land-owning

were they accustomed in England? How could they settle their disputes over the division of labor, etc.? One man, elected president by the few who were to manage affairs, apportioned the work and food. What were the advantages and disadvantages of such a plan? At first it might have been a good thing, while the first homes were being built and there was little food. This plan certainly tended to kill all individual initiative and ambition. Food and lodging were the same whether one worked hard or not. Any man will work harder for himself and his own interests.

In some such way two Companies were formed and given names and charters. (Read in the text about these Companies—locate the territory granted to each Company on the map.) What peculiarity was there in the location? How justified? Find out how the first attempts of the Plymouth Company failed and account for their failure.

The plans of the London Company worked better, although the first years were trying ones. The Company arranged for one hundred and twenty men to go to the new land, and they started on New Year's day, 1607. What hardships did these men face during the voyage? How long did the voyage take? What kind of vessel did they have? What kind of weather at this season of the year? How could they keep warm? Why could they not have fires? What kind of food could they take? Could

they have cooked food? Bread? In what condition would the men be by the end of the voyage? There were among the colonists on board the ship all sorts and conditions of men; about half were "gentlemen" who were not accustomed to work. There were four carpenters, a tailor, a barber, and a drummer. With these came John Smith—what do you know of him? Why were these men particularly unfitted to form a permanent settlement?

When the voyage was over and land was reached what was the colonists' first problem? To choose a site. What sort of site ought they to choose? High, for defense; and dry, so as to be healthful; good land for tillage; and a place with drinking-water. The captain of the vessel had been instructed to go to Chesapeake Bay and in April, 1607, the ships crossed the bay and entered a river which they named James. Why? Here on the banks of the river, on a small peninsula, the party landed and founded Jamestown. (Find on the map.) What do you think of their choice of a site? It was low, marshy, unhealthy, with bad water from the river, hot in summer, and hard to defend against the Indians. The colonists landed in May. How would this determine their tasks? Why would they not plant corn? Too late. What would be the effect of this? No food for the following fall and winter. With what difficulties would they meet in getting settled? How would the character of these men complicate

the task? What effect would the climate have? Men not used to work—did not know how to do anything. Climate so hot it was enervating, and it was malaria season. The vessel sailed back to England in June, leaving one hundred and four colonists, but when it returned in September only forty-six remained alive and they were without food. Who was to blame? Who would be blamed by the colonists? The men or council who had been chosen to manage affairs in America. To what extent was this just? They chose the site which was causing most of the trouble. What would be the attitude of these men toward one another? Constantly quarreling and blaming one another. By September two of the councilmen had died. The rest deposed the president whom they had elected and put another in his place. John Smith was made chief of supplies. What was Smith's problem? What solution did he reach? He decided to visit the Indians and succeeded in obtaining from them enough corn to last through the winter.

In January seventy more men arrived at Jamestown. What did they find? Five days after their arrival nearly all the buildings in the settlement burned. What did this mean? No shelter, the little food they had was burned, they must rebuild. Why did they not all return to England? Perhaps they feared the voyage and had no provisions for it; again they had no position, home, or work in

England. By whom and for what purpose was the vessel with the new arrivals sent to Jamestown? By the Company, to bring the new settlers, provisions, etc., and to return with a valuable cargo. How could the settlers meet this demand for a cargo? Lumber was about the only available cargo. Why would the providing of such a cargo prove disastrous to the men? Why especially at this season of the year? Too hard labor for sick, half-starved men; still worse, it kept the men from the fields which they should have been planting. The ship went back to England in April. What should the men do then? Plant. Instead of being able to do so, still another ship arrived with more men for another cargo.

When the captain of the vessel returned to England what report would he make to the Company as to men? Work? Conditions? Profits? Whom would they believe? Who was to blame? Whom would the colonists blame for their desperate situation? Local councilmen. Which councilman especially? The president—those highest in power always are blamed. As a result the settlers rose in rebellion and deposed the president. Smith was then made president of the council and practically ruled alone as most of the councilmen had died or returned to England. By September, when the ship returned with seventy more men there were but fifty men left in the colony at Jamestown. What had the Com-

pany and royal council expected of this settlement? What kind of cargoes had been returned to England? What would the council think of the return made on the money invested in the enterprise? What could they do about this? Sent letters to the council at Jamestown. What would the letters say? Among other things the council demanded of Smith that he (1) crown Powhatan (who was chief of all the Indian tribes in that region); (2) discover a gold-mine and a passage to the South Sea; (3) find Raleigh's lost colony. How would the colonists take these demands? Would they crown Powhatan? Why? Make Indians more friendly toward them. Would they find the gold-mine, or the South Sea passage, or the lost colony? How would such expeditions affect the ship's next cargo to England? The colonists sent lumber, iron ore, tar, and pitch. What excuse was there for the demands for cargo by the council in England? They couldn't, perhaps, understand the difficulties. They thought of the new land as a sort of paradise overflowing with valuable minerals. We can see the absurdity of the demands. How could Smith inform the royal council of the real facts? Among other things his letter to the council said: "It were better to give five hundred pounds a ton, for pitch and tar, and the like, in the settled countries of Russia, Sweden and Denmark, than send for them hither till more necessary things be provided," "for in overtaxing our weak and un-

skilful bodies, to satisfy this desire of present profit, we can scarce ever recover ourselves from one supply to another."

What were the problems Smith would have to meet during the winter and spring of 1608-1609? He traded with the Indians for corn for the winter and in the spring the men dug wells, built cabins, and planted forty acres of corn. Why would it be hard to make the men work? Just as the work was done, and there was a plentiful harvest, and a feeling of encouragement pervaded the settlement, it was discovered that the rats had eaten most of the corn stored in casks and the remainder was too rotten to eat. What possible solution was there for the problem presented by this last catastrophe? Smith thought the only thing to be done was to abandon the colony; so he separated the colonists into parties, sending one party to Point Comfort to fish and one to the oyster-banks. The rest scattered to live among the Indians. Why had the first settlement at Jamestown proved a failure? Poor location, excessive demands of the Company, communism of labor, quarreling of leaders. (Ref. American Nation Series, England in America, Tyler, p. 58.)

What effect had all this disaster had upon the Company? The money subscribed was all used and there were no profitable returns. What do you think the council in England discussed in their meeting after the condition of the colony had been re-

ported? How could they get more money? How could they better conditions in the colony and make it more profitable? In 1609 the king granted the London Company a new charter. How was it different from the first charter? It might enlarge the Company so it could have more money or more land, or it might change the management. The new charter really did increase the land given the Company to two hundred miles north and two hundred miles south from Point Comfort and extending "up into the land, throughout from sea to sea." How was the management changed? There was still to be a royal council in England and a council in the colony, but the council in England was to choose a governor for the colony. The new charter named the colony Virginia and increased the time period the land was to be held as common stock, two additional years. What do you think would be the effect of this increase?

For the next five years the colonists were held together by the governors, and conditions were bettered a very little. In 1614 the time for the land to be held as common stock was over. What then were the new problems for the governor? Divide the land. How do you think the land should be divided? What should be done about the common storehouse? While it was retained there would be little ambition among most of the settlers. Dale, the governor, gave land only to the oldest settlers

and to each only three acres. What effect would this have? What changes might be made in the crop? The settlers planted tobacco which at that time sold for twelve dollars (present money) per pound. Why did tobacco suggest itself to the farmers as a good thing to raise? Soil and climate very well suited to its growth. Governor Dale objected to the colonists planting tobacco. Why? He thought it only a fad; the farmers would be left with their crops on their hands; if tobacco were planted there would be no corn. So he made a rule that each farmer could plant only one acre of his three in tobacco.

What might be the attitude of the stock-holders on this? They would probably want the tobacco raised. What could they do about it? Nothing—king and royal council ruled affairs. Now it happened that the king was in trouble and needed the support of some of these men. How could he get it? By giving these stockholders what they wanted—control of the Company's affairs. The Company demanded and received a new charter. How would it differ from the old? The government and management of the colony was placed entirely in the hands of the stockholders to be decided by them in quarterly meeting. What laws would the Company make? The Company gave to each man in the colony from fifty to one hundred acres of land and decided that thereafter the men of the colony were

to make their own laws, subject to revision by the Company. What wisdom was there in these provisions? How would they affect the growth of the colony? its crops? Men prospered; more people came; better class of settlers; tobacco became the chief crop; only enough food products were raised for the family's needs. Tobacco came to take the place of money in the colony. Why did the Company decide that the men of the colony should make their own laws? Why were they—the colonists—capable of self-government? How would they go about it? Where would they meet? Compare with the way in which law-making is provided for to-day. The colonists came together in Jamestown in 1619. Why is this meeting important? What laws would be made?

Since each colonist then owned a good-sized farm, what new problem arose? Where would they get laborers? Indians? They were never able to use the Indian. Poor white men? Where could they get these? Men who wished to come from England and who had not the money to pay for their passage would promise their labor for so many years to pay for their passage. These were called indentured servants. Have we anything of the sort to-day? In 1619, a Dutch ship with some negro slaves stopped at Jamestown. How would this help to answer the labor problem of that time? Some twenty slaves were sold to the planters, but as the

planters preferred white servants, slavery did not increase rapidly.

Up to this time very few women had come to the colony. Why? How will the changes in the conditions in Virginia affect this matter? How could the Company meet that need? They sent a shipful of young women. The planter who married one of these women was to pay her passage. How would the coming of women benefit the colony? (Ref. England in America, Tyler, p. 81.)

For the next five years everything and every one in Virginia prospered, and there was "great plenty in the land." How would the country look? Where would the plantations be? Why along the rivers? (Use map.) How would the plantations be laid out? (Draw a plan on the board, laying out a plantation.) What would there be on the river-bank? Wharf. Why did they need this? What would the ships bring? Clothing, household goods, nearly every necessity for living. With what would the planters pay for the goods? Why would there be few or no towns in Virginia? Not needed as collecting and distributing centers. Why were there few or no roads made? (1) The planters could travel from one plantation to another in boats on the river. (2) Roads would be very difficult and costly to build. How is the building of roads provided for to-day? What do you know of the cost of road-building? When the colonists did travel by

land how did they go? Horseback—bridle paths. How would this prosperity and growth affect the Company? How would it affect the king when news of it reached his ears? How could he share in the prosperity of the colony or some portion of it again? In 1622 the Indians raided the Virginia settlements and killed about one-fourth of the colonists. King James, making lack of protection on the Company's part his excuse, revoked the Company's charter, and Virginia became a royal province. What did that mean? Under direct control of the king; governor appointed by the king. How would this change matters? This brought new trouble to the colonists. When, in 1625, trouble arose between the king and Parliament, how could the king keep the loyalty of the colonists? Loyalist governor. The king appointed Berkeley, a very stanch Loyalist, governor of Virginia. What would be his problem? How could he keep the colonists loyal to the king? By making his (Berkeley's) rule lenient and just—allowing as many privileges as possible to the settlers—by reporting messages from the king favorable to the colonists—in every way making the colonists feel that the king's rule was to their advantage. Virginia became so stanchly loyalist that when Charles I was beheaded the General Assembly adopted an act making it treason to defend the acts of Parliament or to doubt the right of Charles II to the throne. (Ref. *England in America*, Tyler, p. 111.)

What could Parliament do? Parliament adopted an ordinance prohibiting trade with the rebellious colony. What would that mean to Virginia? Tobacco trade was about her only industry, so the ordinance, if enforced, would cut off all her supplies as well as revenue. What could the Virginians do with their tobacco? Ship it to Holland. What could Parliament do then? In 1651 it passed the first Navigation Act. With what would such an act deal? This act prohibited trade in the colonies with any country but England and provided that only English ships be used. What did the act really mean—how would it affect colonial commerce? Whom did the Navigation Act benefit? English merchants; gave them a monopoly of colonial raw materials. What did the act accomplish for the crown? Made colonies more dependent upon the mother country and increased the revenues of England. Why was it a poor policy for England to pursue with her colonies? What would have been better? To have made it worth while for the colonies to trade with England. What did the Navigation Act do for Virginia? How did it affect the amount of tobacco sold? Lessened it. How would this affect the price? Lower it. What change would this make in the crops? Why was this really a good thing for the colony? Tobacco wears out the soil very rapidly; the planters were forced to try other crops before the soil became so worn out that

no other crop could be raised. Why would there be a great deal of work in connection with the enforcement of the Navigation Act? How could this work be managed? Why could not Parliament do it? Parliament made laws, some other body must enforce them. Parliament established a Board of Trade; the members were called Lords of Trade. What would be their duties? Expected to study conditions in the colonies—to encourage their growth—to receive all complaints from them—to settle all quarrels—in short, to take charge of all colonial affairs.

In 1651 Parliament, wishing to make sure of the colonies' submission to its rule, sent a fleet to Virginia for that purpose. The colony surrendered without a struggle and from then until 1659, Virginia enjoyed almost complete self-government, the General Assembly even electing the governor. What effect would this have on the growth and development of the colony?

In 1660, when Charles II was restored to power in England, Berkeley was again appointed governor. He gathered about him a few wealthy planters and illegally gaining control of the Assembly, forced it to legislate in the interest of himself and his friends. Why would such a course probably prove disastrous for him? The colonists had grown independent, and having known the freedom of self-government would scarcely submit to such treatment from any gov-

ernor. When trouble arose on the frontier with the Indians what would the planters want to do? Berkeley refused to make any move against the Indians because he was engaged in fur trade with them. What would the people probably do? Nathaniel Bacon was chosen as leader. With the men who quickly gathered he moved against the Indians. Then Berkeley yielded to the demands of the people and made Bacon an official leader against the Indians. Later Berkeley changed his mind and sent the militia after Bacon, declaring him a rebel. What would the people think of Berkeley's actions and whom would they support? Popular sentiment grew so violent that Berkeley was forced to flee the colony, only to return later and again gain control of the government. This happened several times until in one of the struggles between the two (Berkeley and Bacon and their followers) Bacon and his men destroyed Jamestown. Bacon died in October, 1676, and the rebellion came to an end. When news of the conflict in Virginia reached England what would the king be apt to do? Why was he especially interested? The king sent a company of soldiers to Virginia. They arrived after Bacon's death. What work was there for them to do? They quieted the people; forced Berkeley to return to England; established peace and royal government once more and left a new governor. What was the significance of this rebellion? Brought about pro-

test against bad government; showed the independent spirit of the colonists. From this time until 1691 Virginia was a prey to the various royal governors who ruled for their own profit alone. In what condition would the colony be? Constant agitation; tumult; discontent. Despite all this the colony prospered and in 1691 a more peaceful era began.

Maryland

The Episcopal Church was the state church in England during the reign of James I and Charles I. What is a state church? One supported by the state. Have we any state church to-day? Is there a state church in England to-day? During King James's reign how might the Catholics have been treated? Lord Baltimore was a great friend both of King James and King Charles, and was Secretary of State when he became converted to Catholicism. Why could he no longer hold his office? Why would he want to leave England? Where could he go to find peace and religious tolerance? He tried for some time unsuccessfully to form a settlement in Newfoundland. Why was it so difficult to make a settlement there? Since it was too cold so far north where could he go? Why could he not join the settlements in Virginia?

In 1629 Lord Baltimore asked King Charles I to give him a piece of land in Virginia upon which he would plant a colony. Why would Charles be will-

ing to do this? Lord Baltimore was a good friend of the king, who wanted as many colonial settlers as possible, and here was a chance to have settlers without any financial help from the crown. What right had the king to give away the land? Virginia was now a royal province. Lord Baltimore received under the name of Maryland the territory lying north of Point Comfort to the fortieth parallel. (Locate on the map.) With what charter does this conflict? How did this gift of land differ from the grant of Virginia? Maryland was a gift to Lord Baltimore; Virginia land was granted to the Company but controlled by the crown. What rights would Lord Baltimore have? Practically king in this territory; he had the sole power to pardon offenses, appoint judges and officers, coin money, grant titles, and create courts. Such a colony is called a proprietary and Lord Baltimore was proprietor.

Before he could get ready to leave England, however, Lord Baltimore died, and his son came into possession of this land in the new country. The second Lord Baltimore made ready two ships under the leadership of his brother, Leonard Calvert. Whom would you expect to go with Calvert? All the men of influence in the party were Catholics, including two priests, but the majority of laborers who went were Protestants.

The ships under Calvert sailed for Chesapeake Bay, made their way up the Potomac, and finally

landed about nine miles up the river and there established the colony of St. Mary's. In what ways would this undertaking be easier than that of Jamestown? It could profit by Virginia's experience—Virginia and provisions near at hand—climate healthier—no company demanding profits—no communistic policy. Even the tribe of Indians who lived in this portion of territory had been having so much trouble with the neighboring tribes that they were preparing to leave when the Englishmen arrived. Of what advantage was this to the English? The Indians gladly sold their land and moved on across the Potomac. Why would this land bought from the Indians be especially good for settlement? The land was already cleared ready for corn. In what other ways would Virginia's experience help the new colony? The colonists had their own land and they knew what to plant and how to govern the colony. All the crops that year were very good; so good indeed that even this first year they sent to England a ship-load of corn and tobacco. How would this influence the growth of the colony? What class of people would go to Maryland? Better class because there was some chance for them to prosper.

In what ways could the settlers of Maryland profit by Virginia's experience in government? Who would be better prepared to make their laws? For what reason should Lord Baltimore be consulted?

Lord Baltimore directed Calvert to call a meeting of the planters to decide upon laws and government for the new colony. However, when the colonists had prepared their laws and submitted them to Lord Baltimore, he did not agree to them, but sent to the colony a code of laws of his own. What would you expect the settlers to do with these? Instead of accepting them the planters made still another code which they returned to Lord Baltimore. How would this last code probably compare with both former codes? Lord Baltimore accepted the final code with one stipulation, that "no one professing to believe in Christ" should be "in any way molested or troubled" because of his religion. Why was this law extraordinary? It is called the Toleration Act and was passed in Maryland in 1649. What indication does this give of the character of Lord Baltimore? Of the settlers in the new colony?

It is rather surprising therefore that such men as these got into trouble. When Charles gave the land to Lord Baltimore a settlement had already been made, by Claiborne and some men from Virginia, on Kent Island, which was now in Maryland territory. (Find on map.) Why would the men settle there? Trade with the Indians, especially fur trade. This island had become a trading-station. What trouble might this settlement stir up? Calvert asked Claiborne to acknowledge Lord Baltimore's

government. What would Claiborne do? Asked council of Virginia. The council decided that the settlement made by men from Virginia under Virginian law belonged to Virginia, so Claiborne refused to acknowledge Lord Baltimore's authority. Why wouldn't this settle the matter? What could the settlers in Maryland do? Seized one of Claiborne's trading-vessels. What would probably be the result? Claiborne sent a ship to capture every vessel sailing from St. Mary's. A fight ensued in which several persons were killed on both sides. What effect would this have in both provinces? To whom would they appeal? What decision would the king make? The king sent word to Baltimore that Kent Island was not to be interfered with. Why do you think this did not settle the matter? Both sides too much aroused; Maryland settlers desired the trading-station themselves.

Of what advantage was it to Maryland, during this controversy, to have Lord Baltimore in England? He could personally interview the king and so gain favor, especially as he was a friend of the king. So Claiborne went to England also and both he and Lord Baltimore tried to gain the king's favor. Which would probably succeed? Decision was made in favor of Lord Baltimore and the claim was definitely settled.

During these years Maryland was growing rapidly. Why? How would the people in England

know how prosperous the settlers were? Letters to friends and relatives from the settlers; Lord Baltimore's reports of advantages; cargoes of value shipped to England. What effect would these reports have? Tempt other settlers. What other reasons did the people in England have for going to the colonies? Unsettled political conditions and religious persecutions. How would you expect the newcomers to be treated in Maryland? Land was given to each of them, and those who brought other settlers were given a certain number of acres for each man brought over. Why was this a wise move? In what ways would the colonies of Maryland and Virginia be alike? In what ways different?

Then in the midst of her prosperity trouble arose within the colony of Maryland. Let us see why. For sixteen years the only clergymen in the colony were priests. What did that mean? Most of the colonists were Catholics. What was the status of the Protestants? Equal rights and privileges. How do you know? Toleration Act. Lord Baltimore had even invited the Puritans to settle in Maryland, offering them the right to worship as they chose. When strife began in England between the king and Parliament, who in the colonies would side with the king? Catholics. Who with Parliament? Protestants. What effect would this have in the Maryland colony? Civil strife. Of what religion were the Virginian colonists? They belonged

to the Established Church of England. How would this affect the relations between Maryland and Virginia? The Virginians would help the Protestants. Why would this strife affect the government of Maryland controlled by the Catholics? Things became so bad that Calvert himself was forced to leave the colony, though Lord Baltimore managed to keep the proprietary in spite of many disputes and controversies until 1689, when the Protestants rose in rebellion, captured Lord Baltimore's colonial residence, and asserted the right of William and Mary to the colony. So Maryland became, and remained for a quarter of a century, a royal province.

New England—Plymouth

While the Southern colonies were growing under the grant of the London Company, let us see what was happening to the land given to the Plymouth Company. What had been the results of the first attempts of the Plymouth Company to form settlements? How would this affect the enterprise of the Company? Since the English seemed to take no interest in this territory, what was likely to happen? Other nations would make settlements. In 1603 the French began to make settlements near the Penobscot and in 1609 the Dutch explored the Hudson. What effect would these foreign explorations have upon the English Company? In 1615 the Plymouth Company sent out two ships to form

a settlement, but they were captured by the French. What chance do you think there would be now for further settlement?

All early attempts of the Plymouth Company having failed, let us see what finally brought about a permanent English settlement in New England.

How would the reign of Queen Mary, a Catholic, in England, affect the Protestant clergymen? Some of them even left the country. To what countries would they go? Germany, Holland, Switzerland; why not France? In Germany and Switzerland they found a church the forms of service of which were similar to those of the Presbyterian Church to-day—simpler in form and ceremony than the services of the Established Church in England, and having no bishops. Why would this simpler form appeal to the harassed clergymen? So many abuses had grown up in the English Church and the bishops had assumed and been given so much power that the Englishmen were glad to get away from it all. When Queen Elizabeth, a Protestant, came to the throne, what stand would her new Parliament take concerning state religion? There was legislation against all Catholic ideas which had grown up under Queen Mary. Two acts were passed—an Act of Supremacy, which made the queen the head of the Church and required all clergymen and officeholders to renounce the spiritual power of the pope; and the

Act of Uniformity, which forbade any minister or rector using any religious service except that established by Parliament. What effect would this have on the English clergymen abroad? How would their sojourn abroad affect their present acts? Desire to introduce simpler forms in English church services. What effect would the Act of Uniformity have on them? What would they think of the Act of Supremacy? They did not believe that the queen was the spiritual head of the Church and did not want to follow the prescribed ritual. A sect arose under these clergymen which came to be called Puritan. Why? The members did not want to leave the Church of England but to purify or reform it. What would the queen think about this sect? Thought them dangerous—if they denied her spiritual power they might deny her temporal power; if one sect be allowed to change the ritual of the Church, every congregation in England would claim the same privilege. What could the queen do? She harassed the Puritans whenever possible, broke up their meetings, and forbade their having religious gatherings, etc. What could the Puritans do about it? Give up or leave the Church. Some of the Puritans decided to separate entirely from the English Church and follow their own ideas and forms of religion. Why should we call them Separatists? How would the Separatists be treated? Both the Church of England and Puritans were against them.

What do you already know about what they did? They went to Holland for a while and then came to America. Some of them went to Holland in 1593 and several other congregations in 1603 when Queen Elizabeth died and King James came to the throne. What does this tell you of King James's probable religious policy? Of Holland's? So many of the Separatists lived in Holland until 1620; how many years? Twenty-seven for some; seventeen for others. How old would the babies be that were taken in 1593? How old would those be that were taken in 1603? How old would the children be who were taken when they were ten? How would these people make their living in their new country? They were obliged to adapt themselves to very different conditions; to work very hard, most of them in woolen factories—labor to which they were not accustomed. Why would the Dutch probably find them very good citizens?

Since the Separatists found, in Holland, work enough to make a livelihood as well as religious freedom and fair treatment, why should they ever leave Holland? As the young people grew up what would they do? Intermarry with the Dutch, adopt Dutch customs, and even religion. What would probably happen to the religion for which they had sacrificed so much? Gradually die out. How would their remaining in Holland affect their nationality? Considering all this the elders and the majority of one

congregation decided in 1617 to emigrate—but where? In their meeting held to discuss emigration what places would probably be suggested? They finally decided upon some place in Virginia. Why not go to Jamestown? Acts of Supremacy and Uniformity were in force there. From whom must they have permission to settle in Virginia? London Company. What special right would the Separatists want? Freedom to worship as they chose. What would be the attitude of the Company toward a request from the Separatists? Anxious to have permanent settlements. Of what advantage would it be to the London Company to have these Separatists establish a settlement in their territory? They had already proved their ability to get along in a strange land; were used to hardships; had great incentive; wished to make homes for themselves and children. What would be King James's attitude toward it? He was unwilling to permit them to worship as they chose. Finally, however, the king promised not to "molest them if they carried themselves peaceably." What did this mean? That he would leave them alone only so long as they did not bother or interfere with him in any way. The Pilgrims were forced to be content with this vague promise and made preparations for the journey. Why do you think they were given the name Pilgrims? As their plans became known in England who would join them? Other Separatists who had remained there

and were dissatisfied. What did such an enterprise mean to the older people? Leaving the homes, land, and friends of their childhood and youth, never to see them again; hardships of all kinds to be met; danger and discomforts at sea; unknown land ahead. What would it mean to the younger members of the party? Some sadness but mostly adventure and new experiences.

What do you already know of their trip? (Read the account of it in your text.) In November the Mayflower landed near Cape Cod. (Find on the map.) How long had the trip taken them? How long does the trip now take? Where had the Pilgrims intended to go? Why had they not done so? Bad weather had driven them from their course. How did their landing at Cape Cod change their plans? They were not near Virginia or the other English colonies; the country and climate were very different; there was the problem of selecting a site to live since they were no longer under the London Company; and they had to form their own government. Why were they not under the laws of the Plymouth Company? They had not intended to land in the Plymouth Company's territory and so had obtained no grant from them. For five additional weeks they remained in the ship while Captain Miles Standish and a small company explored the country. For what were they searching? What kind of place would be good for their purpose?

Good harbor, running water, good tillable land, and a place easily defended, etc. At last, December 21, they selected a landing-place which they afterward called Plymouth. (Find on the map.) What could they do about government? All the men met together and united in a "Mayflower compact," and elected a governor.

What advantages has this settlement over the first Virginia settlement? The settlers came to work and build homes; they were united by religious incentive, and they made their own government. What disadvantages? Climate and character of the soil, etc. What were their immediate problems? Shelter and warmth, distribution of food. What would be the sources of food? Fish and wild game for meat. Possibly nuts. For meal, etc., they must rely upon what the Mayflower brought or upon trade with the Indians. For how long? They had agreed in their compact to hold all things in common. Why was this natural? Why would it usually be unsuccessful? There would be petty jealousies, some would feel they had not their share, some would be much more efficient in securing game and food than others. In the spring, the governor died and the new governor changed the system of communism, giving to each man a certain amount of land, proportioned in accordance with the size of his family. Why was this a better time than at first for such a division and change? How would this improve con-

ditions? As Governor Bradford himself wrote years later, "any generale wante or famine hath not been known amonst them since to this day."

To what Company did the land settled by the Pilgrims belong? What new problem of government would arise from this fact? How could they obtain the right to the land? The old Plymouth Company had been reorganized in 1620 under the name of the Council for New England, which received a grant for all land in America between forty degrees and forty-eight degrees north latitude (use map). So from the Council for New England the Pilgrims bought as much land as they needed. The Pilgrims also tried to obtain a charter from the king. Why did they want this? In order to be identified as English subjects under protection of the crown. The king refused the royal charter, so the Pilgrims managed their own affairs for seventy years. In what way would this be an advantage? They governed themselves according to their needs. All the men came together in the church and voted upon the measures, laws, etc. As the colony grew and the settlements scattered so that all the men could not come to the town meetings, what could they do? What form of government is this? Representative. So the colony of Plymouth grew and prospered.

What were all the influences which made this colony immediately successful and so much more peaceful than the Virginia colony?

Massachusetts

What conditions made it probable that more colonies would soon be established? The news of the success and prosperity of the Pilgrim Separatists and the quarrel between the king and the Puritans, which was becoming very bitter. Who would be the leader of the Puritans in any migration to America? Clergymen. A certain Puritan clergyman, John White, believed that the time had come for the Puritans to do what the Separatists had done. How would they go about it? Obtain the land from the Council for New England; get the money to pay for it; prepare a charter for the emigrants which would provide for government; raise necessary funds, etc. A Company was formed to attend to these duties, and in 1628 the new Company sent out a party of Puritans. For what were they going to New England? For freedom to worship as they chose. John White himself remained in England; so a clergyman, John Endicott, was made leader of the party. This new party of settlers landed at Naumkeag and renamed the settlement Salem, meaning peaceful. (Find on map.) The Company's instruction called for a meeting of all the settlers in general assembly to arrange a form of congregation under its leader. What kind of laws would they probably have?

The Company in England had secured the right

of settlement and grant of land from the Council for New England. What else ought they to have? Royal charter. They secured a royal charter under the name of the governor and the Company of Massachusetts Bay in New England, with the right to govern the colonies planted on their land so long as they passed "no law contrary or repugnant to the laws and statutes of England." At that time King Charles, angry at Parliament, which opposed his measures and refused him money, dissolved Parliament, and determined to rule without one. Why would this be an incentive for emigration? There was great political and financial unrest—civil trouble would inevitably follow. The men at the head of the Massachusetts Company in England decided to go to New England. If the members of the Company went to Massachusetts what change would it make in the government of the colony? The colony would no longer have to send to England for ratification of their laws and ordinances. The Company would become a colony with headquarters in the colony itself. John Winthrop was chosen governor and he with a party of Puritans prepared to leave England. Why would the party be a large one? One thousand persons prepared to go in seventeen ships. In what condition would they expect to find Endicott's settlement? Good. It was not, however. A great number of settlers had died during the winter and many were then sick; besides, food was very

scarce. How would the coming of a thousand more add to the difficulties? There were more to feed and many were sick from the conditions on ships. To what would Winthrop lay the trouble? Unhealthy place probably and poor land. What could he do with his thousand newcomers? Formed a new settlement—Charlestown. (Find on map.) Here sickness and death still prevailed and was finally ascribed to lack of good drinking-water. Which would be better, for all to settle together or for the party to divide and settle in small groups? Why? How would they arrange to carry on their government? Each settlement sent a few men to represent them at a meeting at some central point. One site selected was called Boston and there was held in 1630 a general assembly or court, the first in New England. What sort of government was thus established? How long was it, after the settlement of Virginia, that her first representative assembly met? It took Virginia thirteen years. Why was it possible for Massachusetts to establish representative government almost immediately? What effect would it have upon the growth of Massachusetts? The assembly which met in Boston put all legislative and judicial powers in the hands of the governor and court of assistants. Why would the men elected to these offices probably be clergymen? They were the educated men. Since it was a group bound largely by religious ties,

that was the most natural selection. How would this affect the laws? Membership in the assembly was limited to church members and "the Bible was the only law book recognized by the court of assistants." And only church members were allowed to vote. (Ref. *England in America*, Tyler, p. 202.)

These are some of the laws: A man might not kiss his wife on Sunday. No one might cook or travel on Sunday. It was an offense against the law to use tobacco; for men to wear their hair long or for women to wear veils. For what had the Puritans come to America? What did their laws indicate as to their purpose? Not that each might worship as he chose but that they might establish their own Puritan ideas of religion, to which all must conform. How might such laws make trouble? Some members of the colony, those who were not church members, would resent them. What would the magistrates do in such cases? One of them, Roger Williams, a very strict Puritan minister, denied the right of the magistrates to punish for Sabbath-breaking or to refuse the vote to non-church members. He thought all religions should be tolerated. What do you think of his views? Very fair, just, and broad-minded. How would the Puritan magistrates look upon Roger Williams? As a very dangerous man who might stir up dissension among the settlers. What could be done with him? They decided to send him back to England. Would that suit him?

What could he do? He started through the woods in midwinter alone, and pushed on until he reached the coast at the point where Providence is to-day. How far did he walk through the woods and what hardships did he encounter? A few of Williams's friends followed him and a settlement was established at Providence. Who would go to this settlement? Those who desired toleration of their own views. This settlement at Providence was the beginning of Rhode Island. How would you expect this colony to differ from Massachusetts? from Maryland?

There were others also who objected to the religious rule of Massachusetts. Anne Hutchinson, who was a member of John Cotton's congregation in Boston, expressed views opposed to the teachings of the ministers, even publicly condemning some of their sermons. Why would she be looked upon as dangerous to the community? Making trouble and dissension in the church, gathering followers, etc. Indeed the congregation took sides and divided for and against Anne Hutchinson. For two years the religious conflict was waged, but it was inevitable that the Puritan ministers would win. What would they do with Anne Hutchinson and her followers? Banish them from the colony. Where could they go? Went to Roger Williams's colony at Providence and later founded Portsmouth and Newport.

So, too, in 1638 was the New Haven colony

founded by a congregation which was not willing to remain under the rigid Puritan rule of Massachusetts. What effect would this summary banishment of all who ventured to give their religious views have on the colony? No open disagreement with the authorities was heard and religious peace settled upon the colony.

Connecticut

Why had all the colonies been settled on the coast? What advantage might there be in the interior? Better land. How could the colonists come to know about the land there? The Indians brought news to the various settlements in Massachusetts and Plymouth of the exceedingly fertile valley of the Connecticut River. How was this different from their coast farms? The coast farms were barren and rocky. So several congregations prepared to move to this fertile region. There was still another reason for their migrating. Who were allowed by the Puritans in Massachusetts to vote and take part in making the laws? Only church members. And many people besides Roger Williams disapproved of this plan of governing. When the first expedition, going from Plymouth by boat, reached the mouth of the river, they found that a settlement had already been made by the Dutch, coming from New York, who had bought the land from the Indians. What would the Dutch settlers do upon seeing the English ship?

Order it away and present their claims to the territory. The English paid no attention but went on up the river and made a settlement. What right would the English claim to this land? It was included in the charter of the Council for New England. How could they let the Dutch know of this claim? A letter was written to the governor of New Amsterdam (New York) claiming the territory for the English under the grant of the king. What answer would the Dutch governor make? The Dutch had been the first explorers and settlers of the region and had bought the land from the Indians. The English, however, paid no attention to the Dutch claim and several English settlements were made along the river, which grew rapidly, and finally in 1663 joined together under the name of Connecticut and obtained a royal charter. What was likely to happen? Trouble between the English and Dutch for possession. Whom else had the Connecticut settlers to fear? Indians. A tribe of Indians, the Pequots, who had been mistreated by the English, now rose and threatened to annihilate the English along the frontier. Rumor spread that the Indians and the Dutch had conspired against the English. Why was this claim really a fine thing for the English colonies? It united them for a common purpose, kept them in touch more closely, and made it necessary for them to keep peace among themselves. Four colonies (Massachusetts, Connecti-

cut, New Haven, and Plymouth) joined together under the name of the United Colonies of New England. How would the affairs of the Confederation be managed? The management of this confederacy of colonies was put in the hands of a commission, consisting of two members from each colony. What would be their duties and privileges? "They were to determine all affairs of war or peace, leagues, aids, charges, and number of men for war, division of spoils or whatever is gotten by conquest, the admission of new colonies, etc." The commission refused Rhode Island admission to the union of colonies. What excuse could it give? How much power did the commission have? Very little real power, since it had no control over individuals. What, in your opinion, was its greatest value? In the union—the fact that some of the colonies had united for a common purpose and were willing to act together for the common good shows great growth toward a central government.

How would life in New England differ from that in Virginia and Maryland? In what occupations would the New Englanders engage? Fishing, ship-building, farming on a small scale, trading with the Indians, etc. Why? Why would commerce become a great industry? Hardly any chance for agriculture in that small barren region, nearly all comforts and necessities of life had to be imported. They could export lumber products, skins, and fish. Why

would the colonists live mostly in villages? Each village was a church center; they emigrated in congregations and settled so; there was not much farming to scatter the communities; it provided protection from Indians. How would the roads differ from those in Virginia? Why would there probably be provision for education? Village life brought enough people together to make schools possible; their study of the Bible and church laws made some education necessary. (Read in the text of New England life and customs.)

From 1630 until 1641 the New England colonies grew very rapidly. Why? Religious persecution in England. After 1641 Civil War broke out in England and lasted for several years. How did it affect Virginia? Maryland? How did it affect the growth of New England colonies? Practically ceased; all Puritans stayed in England to join the army and many even returned from the colonies. What effect would England's Civil War have on her policy toward the colonies? It resulted in a non-interference or let-alone policy. Why was there not similar strife in the colonies? The New England colonies were all Puritan. Only in Virginia was the English Church partly dominant and Virginia and New England were very far apart indeed in those days.

What effect would England's neglect have upon the colonies? All developed an independent, self-reli-

ant spirit. By that time children had grown to manhood. What would they think about their government? Massachusetts especially resented any interference with her laws and ordinances. What was there in the laws of the Massachusetts colony contrary to her royal charter? She refused the vote to any but Puritan church members. Then what was her attitude toward members of the Established Church? Some of them were persecuted. To whom would these persons wish to appeal? Massachusetts denied the right of any person to appeal from her courts to England. What would probably be Massachusetts's attitude toward the Navigation Acts? She evaded and disregarded them. She even coined money. Whose power was she assuming in doing so? Who has the power to coin money in our country to-day? What do you think of the stand Massachusetts took toward the mother country and government? What could those whom she wronged do? Complain. To whom would they complain? Lords of Trade. Why not the king? All colonial affairs had been given over to the Lords of Trade to settle, subject to the approval of the king. All complaints must first go to the Board of Trade. Which of the accusations against Massachusetts would affect the king and kingdom most? Evasion of the Navigation Acts which lost revenue for the king, and the coinage of money. What could the Lords of Trade do? They warned and threatened. How would you expect

Massachusetts to take this warning? Ignored it. In 1676 more complaints were made, charging New England with depriving the king of sixty thousand pounds (how many dollars?) through this evasion of the Navigation Laws. What would the Lords of Trade do now? In 1684 the Lords of Trade annulled the Massachusetts charter. What did that mean? No longer continue under government and laws she had. Who would govern? Lords of Trade established a temporary government for the colony and then considered a reconstruction of government for the whole of New England. Why? They wanted all the colonies more dependent on the crown. How could they do it? They decided upon a governor-general, appointed by the crown, to rule over all the colonies, united, except Virginia, Maryland, Pennsylvania, and Delaware. What would be the principal difference from the old form? There was no provision for a representative assembly. How would this affect the New Englanders?

In 1686, Andros, who had been appointed governor-general, arrived in New England. What work had he to do? To unite a number of self-governing colonies under the rule of a single man and to govern them under laws directly opposed to those previously in force. What do you think of the possibility of doing this? Andros was, as governor, the commander-in-chief, vice-admiral, and dispenser of pardons; could, with the advice and consent of his

council, make laws, impose taxes, erect courts, and administer justice, grant land and collect quit rents. By whom had these powers been previously exercised in the colonies? What could the people do about it?

When, in 1689, news of the flight of James II and the crowning of William and Mary reached Boston, the colonists arrested Andros, elected a governor, called a convention and re-established the old government. Rhode Island and Connecticut, upon hearing the news, resumed the charters which they had never surrendered, even while submitting to the rule of Andros, and re-established their governments. What advantage had they? When news of all this reached England, the charters of Rhode Island and Connecticut were held as valid and their governments approved. Massachusetts had to have a new charter. In what ways would it differ from the old one? Less popular form of government. To what extent was Massachusetts to blame for this?

The Dutch in America

So far we have spoken only of the English in America. What other nations attempted colonization? What do you know about Holland? The Pilgrims sojourned there; it was a wealthy, powerful country. What do you know of its size and location? Small and near the sea. What would probably be its chief occupation? What purposes would Dutch trad-

ers have in sea voyages? Pure adventure, trading and wealth, still seeking the route to India. What reasons, then, had Henry Hudson in 1609 for sailing to America? Probably all three, but especially seeking the northwest passage to India. How does this account for the places which bear his name? (Study the map.) He explored all large openings which might prove to be the northwest passage. What part of this territory, then, would be claimed by Holland? That between 40 and 44 degrees north latitude. This was called New Netherland. What conflict was there with other charters? Plymouth and London Companies.

Hudson sailed under the direction of a Company formed in 1602 and called the Dutch East India Company. What does the name tell about the Company? Why had they probably organized? Trade with the East Indies and consequent wealth. What reports would Hudson take back to the Company? No route to the Indies, but fine furs, good trading with Indians in the new country he had visited. Who among the Dutch would be especially interested? Merchants. Why? In 1612 some of the merchants sent Block to Manhattan Island. He also explored the Connecticut River. Upon his return the merchants received a charter for three years' monopoly of the fur trade of New Netherland. What did the monopoly mean? If they were successful what would be the effect? In 1621 there

was formed a Dutch West India Company. Why would there be few Dutch settlements in New Netherland? They needed only trading-posts and they came only for trade, not to stay and make homes. Where would the few settlements be made? On the coast and along the Hudson. The West India Company established trading-stations and carried on trade with the Indians. A party settled at Nassau on the Delaware River, and another party went up the Hudson River and built Fort Orange—now Albany. The second governor bought from the Indians for twenty-four dollars' worth of beads and ribbons the whole of Manhattan Island and organized a government there and built a fort which he called New Amsterdam. What is this region worth now? How would the growth of the Dutch settlements compare with the growth of the New England settlements? Why would this Dutch Company be anxious for settlements? For business reasons, profit, and because they wanted the Dutch to obtain a strong foothold in America. What occupation would help toward more settlements? Agriculture. The Company made a very different and interesting plan to get settlers. It established the patroon system under which any member of the Company who would bring or send fifty persons over fifteen years of age was to be given an estate of "sixteen miles on one side of a river or bay, or eight miles on each side of a river, and as far inland 'as

the situation of the occupiers will admit.' " How far would that be measuring from our school building? What class of people would this bring over? Some of wealth and influence—many poor tenants, all with their families. What requirements would the Company make of each patroon to whom they gave so much? "The patroon was bound to provide a farm ready stocked for each of his tenants and to provide a schoolmaster and minister of the gospel for each settlement. He had full control of the government and courts." What requirements would the patroons make of their tenants? "The tenants were obliged to remain on the land for ten years. They were also obliged to sell their produce to the patroon, to grind their corn at his mill and, after a certain time, to pay him a small annual rent. The most noted of the patroons became the founders of the great families, afterward so prominent in New York—the Van Rensselaers, the Schuylers, the Livingstons, and others." With what English landholding system would the patroon system compare? Who were the landowners by the feudal system? Who in the patroon system would correspond to the feudal lords? What would have resulted had the system proved successful? Nobility would have been established.

What reasons do you see for trouble arising between the patroons and the Dutch West India Company? Patroons wished to rule, did fur-trading

on their own account, and took from the profits of the Company.

Why had not the Company's system accomplished what they planned? Did not bring home seekers—just a few large landowners and their servants. What could the Company do? They restricted the patroons' privileges, offered land to home seekers, and opened the fur trade to all. What effect would this have on the growth of the colony? From what places other than Holland might the settlers come? Why? Those dissatisfied in English colonies, both north and south, moved in. What causes of dissatisfaction do you know of? Severity of Puritans, religious restrictions, etc. In Maryland and Virginia there were many indentured servants, persons who sold themselves into service for a number of years to pay for their passage over. When their service years were over why would they go to New Netherland instead of staying in the colony where they had been living? It gave them a chance to start anew with more self-respect among strangers. So the colony increased slowly. In 1643 eighteen different languages were spoken in New Amsterdam (New York). Compare with present-day conditions there. (Read Irving's Sketch-Book, Legend of Sleepy Hollow, and Rip Van Winkle.)

In 1653 there were two thousand people in New Netherland; eight hundred of these were in New Amsterdam. Compare with the present popula-

tion. At that time a book was published in Holland describing the colony. The book aroused great interest. What effect would this have on the growth of the colony? In 1664, when it ceased to be a Dutch colony, there were ten thousand persons. In what respects was it not strictly a Dutch colony before? There were many different nationalities. Why did it not continue under Dutch rule? What claims had England? Which of the English colonies were especially affected? Those nearest. (Use map and see where they overlap.) In what ways had the English already encroached on Dutch claims to territory? In both Lord Baltimore's grant and in the settlement of the Connecticut River valley. Settlers from New Haven had also made settlements on Long Island. What reasons other than the mere claim to territory might the English have had for wanting control of the Dutch settlements? Commercial power of the Dutch made the English jealous and covetous. By what act did England show this? What chance did the Dutch offer the colonies for evading the Navigation Act? Colonists could sell to Dutch without paying duty. Why would this arouse England? Cut off her revenue. What could the English do? James, Duke of York, obtained a royal grant from his brother for all the territory then held by the Dutch. What would be the result? In July, 1662, four English vessels started for America to conquer New Netherland. What do

you think of the justice of such action? Do you think that the Dutch could hold out against the English? They would be surprised and unprepared; the settlements were not large nor strongly fortified. As the Duke of York had hoped, New Amsterdam gave in without a struggle. What do you think the Dutch governor would say about this? He wanted to fight the English but was overruled by his council. What do you think of the wisdom of the council? Resistance would have been useless—it would have caused only bloodshed and loss of life. The other Dutch forts also capitulated with scarcely a struggle.

What changes would this cause in New Netherland and New Amsterdam? Different governor and government. Perhaps some quarreling but little change in population. Why do you suppose New Amsterdam became New York in name? What particular change in government would probably result? To whom was the new governor responsible? He ruled under the provisions of the grant and the instructions of the duke with fairness and wisdom. The only difficulty was that the laws known as the Duke's Laws definitely prohibited all self-government. When the Dutch protested, what would the governor say? What could they do about it? Some of the people refused to pay taxes and many settlements called town meetings to protest against any attempt to tax them without their consent. Noth-

ing could be done, for the Duke of York absolutely prohibited representative assemblies. The governor did the best he could and put the tax in the form of a request from each settlement. So through the wisdom, justice, ability, and tact of the English governors the province became a stable and profitable one.

When in 1689 New York heard of the Revolution in England and the imprisonment of Andros in Massachusetts, what would you expect the colonists to do? The people rose in rebellion under Leisler, a German merchant, drove out the king's officers, and set up their own government. The governor went to England. What would he do there? To whom would he complain? What would the Lords of Trade probably do? Sent another as governor with troops. Leisler surrendered without a struggle. What kind of government do you think the new régime would arrange? From this time on New York had representative government.

The Quakers in Pennsylvania

The settlement of the colony of Pennsylvania did not begin until 1681, but by 1691 it was one of the most populous of the colonies. Let us find out why this colony grew in ten years to equal, in size, colonies planted sixty years before.

What do you know about William Penn and the Quakers? Why did the Quakers want to leave

England? Would not conform—would not take an oath nor fight in any war. What are some of the other peculiarities of the Quakers? How would the Quakers be treated in Massachusetts? in Plymouth? in Virginia? Some Quakers went to the colonies in search of religious freedom but there they were treated as badly as in England. Almost every colony passed laws against them and in Massachusetts three were hanged. What was the most valuable assistance Penn could give the Quakers? Where was there a place for a colony in America? (Use map.) On the west side of the Delaware there had been no English settlements since it was obtained from the Dutch. What land was given to Penn? (Use map.) What kind of colony would Pennsylvania be? Proprietary colony. Why was such a remarkably large tract of land given to one man? King Charles owed William Penn's father money.

William Penn sent pamphlets throughout England, Wales, Holland, and Germany. Of what would these pamphlets tell? What would probably be Penn's religious policy for the colony? How would this help colonization? In April, 1681, Penn sent his cousin, William Markham, to the colony as deputy-governor. What would be his duties? To whom would he look for instructions? Penn himself did not go to America until 1682. What would he be doing in England in the meantime? He was busy completing plans for the welfare of his colony.

What kind of government do you think he would provide? He called his laws the "Frame of Government." Penn thought that the great end of government was "to support power in reverence with the people and to secure the people from the abuse of power, that they may be free by their joint obedience, and the magistrates honorable for their just administration; for liberty without obedience is confusion and obedience without liberty is slavery." What does such a statement indicate (1) as to the probable form and provisions of government, (2) as to the character of William Penn? In what did this form differ from other colonial governments of the times? The people were given more power and importance and the governor held a very minor position. In 1683 Penn, to carry out his idea of treatment of the Indians, made a treaty with them. What is a treaty? What is the duty of every party to it? Why should it be held sacred? Penn's treaty with the Indians was never broken. How did this compare with the usual way in which the colonists regarded the Indian treaties? What, then, would probably be the Indians' attitude toward this one? They respected it because it was kept by the whites. What effect would the form of government and the Indian treaty have on the growth of Pennsylvania? Of what advantage would it be to Penn personally? It would result in a very profitable and successful colony.

In what occupations would the Quakers probably engage? Agriculture, commerce, fur-trading, etc. How, then, did Penn show his wisdom in choosing a site for his chief city? (Use map.) How could he make Philadelphia a beautiful city? Laid out streets and lots and required owners to build their houses in the center so as to have a grass plot around each.

Penn had drawn up his "Frame of Government" while still in England. When he put it into practise what would probably happen? Some of the provisions and laws would not work out as he expected. How could he provide a change in accordance with the wishes of the people? Penn called an assembly of representatives of the people, and the assembly provided a new form of government called the "Great Charter" which differed from the old form only in detail. Why was this assembly noteworthy? What other colony had a similar experience in making its laws? How did Baltimore's method differ from that of Penn?

Which colony of all those studied would be the most attractive place for settlement? Why would Pennsylvania be more attractive than the others? The climate in the New England colonies not so desirable, and the colonists did not enjoy religious freedom. New York had more or less political trouble and no representative government. Virginia and Maryland also had a great deal of political and re-

ligious strife, but all these colonies had trouble with the Indians. Because of this a great number of Germans, who were driven from their homes by religious wars, settled in Pennsylvania at Germantown or scattered over the Schuylkill and Lehigh valleys. The Scotch-Irish from Ulster, also because of religious persecution, came to Pennsylvania in great numbers. What sort of colonists would these newcomers make?

Why, then, did Pennsylvania grow and prosper more rapidly than the other colonies? Because of Penn's policy of peace with the Indians, self-government, and freedom in religion to worship as one chose.

The French in America

Now let us see how the work of the French in America differed from that of all the other nations.

A Frenchman, Cartier, sailed up the St. Lawrence in 1534 seeking a route to the Indies. How long was this before settlements were started at Jamestown? at Plymouth? What must Cartier have reported about the fur trade? Why was it more valuable here than in the English or Dutch colonies? Colder climate with more and finer fur-bearing animals. Then what reasons could there have been for France not making settlements long before the others? During that century France was involved in wars, civil and religious, among her own people. In what

way did this prevent settlement? Men stayed at home to fight. Why did religious strife affect the English differently? Probably because one party had such a large majority, since later on when the Puritans became strong enough they did as the French.

When Henry IV became king, peace and religious freedom began in France. Then what incentive was there for exploration? Men who had lost everything in the wars, warriors who were without work, adventurous spirits, all found opportunities opening for them in the new land. Henry IV had long dreamed of colonial power; so in 1603 he willingly gave to Sieur de Monts a royal patent, with monopoly of the fur trade, for the territory between 40 and 46 degrees north latitude (find on the map) under the name Acadia. De Monts made settlements at Port Royal and Louisburg on Cape Breton Island. (Find on the map.) For what were these settlements made? With whom would they trade? How would this occupation affect exploration? Men would penetrate farther into the interior in search of furs. How would it affect settlement? Disastrous to permanent settlement and homes. What sort of relations must these traders have with the Indians? How and why did this relationship differ from the English relations with the Indians?

Associated with De Monts was an adventurous, resolute man of dauntless courage—Samuel de

Champlain—who wanted to explore the regions beyond Acadia. What way was invitingly open? At what places would he desire to make forts? Places with natural advantages, juncture of rivers, bend of rivers, heights, etc. Champlain found an ideal place—now called Quebec (see map)—high rock, rising sheer out of the water at a bend in the river. What advantage was there in the bend? Fortress on top of the rock would command the river in both directions. Now which way would Champlain proceed? (Follow explorations on the map.) In 1609 he discovered the lake which bears his name. Why was this a very important water highway? With the Hudson River it would make a line of communication to the Atlantic. What was Hudson doing this same year? Making his voyage of exploration. What were the conditions in Virginia at this time? It was in this year that Smith dispersed the colonists. While on the banks of the lake, Champlain joined with a war party of Algonquin Indians to attack a band of Iroquois. What great advantage would this be for the Algonquins? Champlain's firearms would quickly rout the Indians. The Iroquois of Five Nations were a very powerful race. All tribes of the north and east were afraid of them and they were known and feared from Maine to the Mississippi and from Lake Erie to the Carolinas. What effect would Champlain's encounter with these Indians have on the fortunes of France? Laid founda-

tion of enduring hatred and dreadful warfare on the part of these Indians against the French. How would this affect French exploration? It cut it off to the south. How would it affect the relations between the French and the English? The Iroquois kept the colonies of the two nations separated.

Champlain returned to Quebec, but a few years later he resumed his explorations. Where would he go? Up the St. Lawrence. What was there for him to discover? The Great Lakes. He founded Montreal (see map) which means Mt. Royal—why so called? Why did he plant a fort there? He also reached the shores of Lake Ontario and Lake Huron. Of what importance to the French was the waterway which he was discovering and opening? It provided a highway to the interior, which would make possible a larger fur trade. What kind of settlements would be made and where? Trading-stations only along the routes.

The chief religion at that time in France was the Catholic, but during the sixteenth century Europe was swept by religious wars and most of the northern countries had become Protestant. What, then, would become of the Catholic priests and missionaries? There were no longer churches enough. What incentive was there for them to come to America? To gain new members for their church. In what way did they differ from the Pilgrims? Pilgrims came for their own religious freedom; the

French priests came to convert a new people to their religion. How would this determine their relations with the Indians? Where would the missionary priests go? They even outstripped the traders in their courage and zeal. They played a very important part in spreading French rule and territory in America. They established missions all along the St. Lawrence and by 1640 Father Marquette had proceeded as far as Sault Ste. Marie. In 1665 Lake Superior was discovered and missions were quickly established throughout this region. Of what use could the Indians be to the exploring missionaries? Among other things they brought reports to the missionaries of a great river they called Mississippi, which meant "Big Water" or "Father of Waters." What would the French think it might be? Route to Indies. How could explorers reach the Mississippi from the missions at Sault Ste. Marie and Xavier? (Use map and trace possible routes.) How would they have to travel? Canoes and portage across land areas. A priest, Marquette, and a trader, Joliet, found the river and set out to follow it to the sea. (Trace on the map their route through Green Bay and Wisconsin.) They continued down the Mississippi River to the Arkansas, but by that time they learned definitely from the Indians that the river emptied into the Gulf of Mexico, whereupon they turned about and went back to Canada. What difficulties

would they have in returning? Through what kind of country had they traveled? What reports would they take back? What was the importance of the discovery of this water system? If the river really did empty into the Gulf then a new boundless trade was open to France with an outlet never ice-bound. The importance of this waterway did not seem to be appreciated until La Salle, a hot-headed, impetuous, adventurous man, tried three times between 1676 and 1681 to reach the river. La Salle's third expedition was finally successful and he reached the mouth of the river. What would he do? He took possession of the territory drained by the Mississippi in the name of the king of France and named it Louisiana. (Read in the text the account of his explorations and follow on the map.)

What difference might it have made in French exploration and settlement had Champlain not antagonized the Iroquois?

(2) THE STRUGGLE FOR CONTROL IN AMERICA

M. JULIA DETRAZ

How many nations had colonies in North America in 1689? Which nation finally gained control of all? Let us see how the English obtained possession.

Soon after the succession of William and Mary to the throne of England, war was begun with France, a struggle which lasted nearly a century and is often called the second hundred years war. In what way were these countries natural rivals? They differed in religion and in politics, they both faced the Atlantic, and each had hopes of control in America where their claims conflicted. The wars were really struggles for empire and the prize was America itself. How would the war affect the colonies?

Let us see, then, the situation of the different nations in America, their strength, position, and possible chance for success. (Use map constantly.) What portion of North America did Spain hold? Why had Spain played so little part in the settlement of what is now the United States? She had been defeated and crippled on the seas by England.

The Spaniards felt an interest in the country on account of its gold and treasures. No extensive settlements were established by them. What portion of the country was held by England? Colonies on Atlantic coast. What portion was held by the French? St. Lawrence and Mississippi Valleys, including the region about the Great Lakes and Hudson Bay. Why had the Dutch power been so easily overcome? Comparatively small number of Dutch—these had come chiefly for trade and had formed no really permanent homes—population in New York was mixed and the colony was completely surrounded by the English—no help from the mother country. What was the advantage of the French position? Held the two great gateways and highways to the interior of the continent. What was the difference between the French and English in the character and purposes of the settlers? What difference in the manner and ideas of government? The English came to find homes—in groups with their families. Many came because they were persecuted in England and expected to work hard for their homes and living; they were uncared for by the mother country and developed a sturdy self-reliance and independence of spirit. The French, on the other hand, were either fur traders who sought wealth, heroic priests who sought religious converts, or soldiers who sought honor and empire for France. The settlements were ruled harshly by royal edict.

The French settlers knew nothing of self-government or self-taxation, and as their colonies were cared for by the mother country, there was no chance for the individual development of men—no chance for self-reliance in government. What difference had this made in the method of exploration and settlement? Why had the French explored into the heart of the country? For fur trade, missionary work, for discovery and empire for the mother country. Why had the English not extended their settlements beyond the mountains? They were chiefly interested in industrial and commercial life, in clearing farms and founding homes and towns. Up to this time there was plenty of land for every one, and the mountains seemed not only a barrier but also a protection against Indian attacks. What differences are there in the character of the population of these same regions to-day? In what respect is this due to the character of the early settlers and settlements?

What difference was there in the policy of the English and French nations toward the Indians? The English did not associate and intermingle with the Indians to any large extent. They desired the lands for their own use and they acquired them sometimes by purchase, sometimes by conquest. The French, on the other hand, did not want the land especially and their trade brought them in such close contact with the Indians that they almost

of necessity made friends with them and even intermarried with them.

What difference in colonial policy did the European powers show? England, neglect—France, absolute rule. Which do you think was the better prepared for the century of strife, the French or English colonies? Which had the better chance for final success and why?

When James II was driven from England he fled to France. What would he want the French king, Louis XIV, to do? Help him to regain his throne. Louis XIV agreed to help James. What reasons might he have had for doing so? They really were of the same religious belief and France and England were rivals for control. So war broke out between France and England in 1689—a war which dragged on intermittently for almost a century. For what were they struggling? For territory—for control in America.

In 1689 the strife spread to the colonies in America. This is the first time a cause of the mother countries was taken up by any of the colonies. Why did they do so now? The war was waged largely because of colonial expansion—the two nations were beginning to conflict in their claims and settlements in America. What does this show as to the development of the colonies? For what, then, would the struggle in America actually be? A struggle for their own homes and possessions. Compare with the

motive of the European nations. They were warring for conquest. How would this affect the character of the war in America? Let us see exactly where the claims of the French and English colonists conflicted. What territory did France claim? All territory drained by the Mississippi and its tributaries, as well as northern territory in the St. Lawrence and Great Lakes basins. What territory did the English claim? Many of the charters granted the land from "sea to sea." Exactly what part did both lay claim to? In the conflict for this vast interior region what would France have to do? Fortify and maintain her position. Why would it be very difficult for her to do so? The territory was so vast. Where were most of the French settlements? Why were these small? They were simply trading-posts. Where should settlements be made by the French to make good their claim to the interior? French built forts all along the Mississippi and through the Ohio valley. Forts St. Louis, Vincennes, Kaskaskia; Detroit and Niagara on the Lakes. What other region should they fortify? Eastern frontier. The French planned to build a chain of forts just west of the Appalachian Mountains from Canada to Louisiana. They built Forts Le Bœuf and Venango and took formal possession of the Ohio and its tributaries. (Find forts on map.) What had the English done to justify their claims? They had made no settlements

west of the mountains. Why not? Mountains and Indians had proved sufficient barrier since the territory east of the mountains was not crowded. The English settlers were interested in commercial and industrial life. What could they do now? Plan settlements. That is slow work; what need was there of haste? French were building forts pretty close. Which colony would be the one to act? Virginia claimed the Ohio territory by virtue of her royal charter. What could Governor Dinwiddie of Virginia do? Tell what you recall of Washington's trip to the French forts and its results. (See plan for fifth grade. Teacher and pupils read Washington's account of the trip.) The French answered Governor Dinwiddie by building a new fort—Duquesne, now Pittsburgh. What were the advantages of the position of this fort? What would Washington advise after the building of this fort? Washington, with a small force, met the French force near the fort, but was defeated and obliged to return. This attack began the final and decisive struggle for control in America. Where had the previous wars started? In the old world. This one, the French and Indian War as it was called, was begun in the new world, and enlisted the interest of all the colonies united. If Washington had taken an army with him when he first went, what difference might it have made? Washington said in his account: "They told me That it was their abso-

lute Design to take Possession of the Ohio, and they would do it. For that although they were sensible the English could raise two men for their one; yet they knew their motions were too slow and dilatory to prevent any undertaking of theirs." This seemed to be true through all the colonial wars. Why were the French able to work so much more rapidly than the English? The whole of New France was directly under control of a governor appointed by the French king. His orders were absolute and could be carried out immediately without the necessity of approval by the people. How would this affect the movement of the French army? How could the governor of one of the English colonies arrange to make an attack on the French? Get assembly's permission. Why must he wait for the assembly to decide? Assembly had power to grant money—he could do nothing without funds. But the French threatened the entire New England frontier. Why would there be further delay? Must await meeting and decision of the various assemblies. How would the money for the united action be secured? From the various assemblies. What trouble would this bring about between the colonies? Jealousy and hard feeling over amount of money voted by each colony.

So action was further delayed by petty quarrels among the colonies themselves until Great Britain decided that the colonies needed her help. After Washington's defeat the Lords of Trade assembled a

convention of delegates from the New England and central colonies at Albany. What ought to be the business of such a convention? To unite on some plan for colonies to work together and raise funds. What allies could they gain? Iroquois. The purpose of calling the convention was to make a treaty with the Iroquois, but after the treaty had been completed Benjamin Franklin presented a plan for the union of the colonies. This plan was for a grand council with proportional representation from all the colonies. What duties would such a council have? Regulate Indian and frontier affairs, make treaties, levy taxes to be used for general colonial purposes, etc. The convention approved the plan. Who must then pass upon it? What would the colonies think of such a plan? All objected—each colony was so jealous of all the others and so afraid that its rights might be encroached upon that the idea of such a national union met with no favor at all. The plan was also sent to the Lords of Trade. Why? What would they think of it? As Franklin himself said: "Its fate was singular, the assemblies did not adopt it as they all thought there was too much prerogative in it, and in England it was judged to have too much of the democratic." From the time of the Albany Congress (1754) the English colonies were helped by the mother country and, rather intermittently, by the Iroquois in the struggle against the French.

Now let us review the positions held by the combatants at the outbreak of this war which was to decide the nationality and future development of the North American continent. There were five French strongholds which protected New France and shut out the British.

1. Louisburg—why was it such a stronghold?
Center of naval power—near Acadia which the English held.
2. Quebec—why important? Strongest fortress in America—commanded the St. Lawrence system—the gateway to the interior.
3. Crown Point on Lake Champlain—why was it important? Commanded water route from south to Canada—why were water routes so essential?
4. Niagara—why a stronghold? Controlled portage between Lake Ontario and Erie—threatened New York on west.
5. Fort Duquesne—why important? Controlled Ohio and the route to the west. (Use map to find these forts—children will probably be able to give all—if not, give them the name of the fort and let pupils tell why it is important.)

What were the characteristics and training of the Frenchmen guarding these forts? Men who were wanderers—traders—used to the absolute rule of the French; men with little initiative or individu-

ality who were not fighting for their homes but for New France.

Review the advantages of the French at the opening of this conflict. Naturally fortified, commanding positions—ability for rapid army movement—Indian allies—defensive positions. What army had the English with which to oppose the French? An army of volunteers from all the colonies. What kind of men would they be? Men who had wrested homes from the new land—men who were in the habit of thinking, acting, and doing for themselves—who were slow to arouse themselves, but sure to work for and gain the thing desired. What advantage did this give the English? What would Great Britain think of the colonial army? What could she do? Sent General Braddock with two regiments from England to carry on a campaign against the French. What difficulties would there be for these British soldiers in fighting in the colonies? Not used to the hardships of the new country—the wilderness without roads—the Indian method of warfare, etc.

Who must make the first attack? French held the land and had only to defend it and their forts. English must take the offensive. Where would they better attack first? Braddock came to Virginia and there planned to attack Fort Duquesne. With Washington as aide and guide, he set off from Fort Cumberland in Maryland. (Show on the map the

route the army must take.) What would they do for roads? Braddock insisted upon good roads being made. What would be the effect of such a plan? It would wear out the men and delay the attack. If they should fail the road would be left conveniently open for the enemy, and worst of all it would give opportunity for enemy's scouts to know exactly their plans and movements. Some eight miles from Fort Duquesne the British were met by a band of French and Indians. How would the French and Indians fight? From behind trees. How were the English used to fighting? Braddock forced his men to fight in regular formation. What effect would this have? British could do nothing since they could not see the enemy. The British wore bright red uniforms. What disadvantage was there in this? What would be the outcome of such a battle? Finally Braddock was forced to order a retreat and the English broke and fled. Braddock himself was wounded and died as the army hurried toward Maryland. Why had Braddock failed? Did not adapt himself to the needs of the situation—too conservative—would not give up his preconceived ideas at a critical time when a quick decision and change might have succeeded—refused advice of colonists who really knew conditions. Two other expeditions had been planned for this same year—one against Crown Point and one against Niagara, both of

which failed. (Read in the text the account of the campaigns of 1755.)

Why wouldn't the French remain quietly on the defensive? They were not defending homes—interfered with their trading to stay in the forts and be prepared—Indians would wish to attack the frontier. For two years the French carried everything before them. The French and Indians raided the English frontier—plundering, massacring, and burning. In 1758 William Pitt was placed at the head of affairs in England—then the tide turned. He chose better commanders and officers and infused enthusiasm into men and officers alike, with a series of victories as a result. (Read in text.) By September, 1759, four of the French strongholds had been captured by the English and there remained only Montreal and Quebec in French possession. Which was the more important? Why was it hardest to capture? Pitt selected General Wolfe, a young man (thirty-two years of age) but a very able commander, to capture Quebec. (Use a sketch map on the board and explain. Plains of Abraham behind and to the west of the city the highest point.) Why had Montcalm placed his camp and entrenchments where he did? General Wolfe's men assisted by an English fleet bombarded the French incessantly day and night for many weeks with apparently no result. What effect would this have on the English soldiers? General Wolfe was so dis-

couraged and worried that he grew very ill. Although the fever had subsided he was afflicted with an incurable disease and knew he would never be able to return home. What effect would this knowledge have on his work? He said to his physician: "I know perfectly well that you cannot cure me, but pray make me up so that I may be without pain for a few days and able to do my duty." And for these "few days" he planned a last desperate attempt to capture the city. Which point about the city was unguarded? Why had it been left so? How could one reach the plains? What do you think of the chances that the whole army could climb the precipice? General Wolfe decided to attempt it. When would they try and how reach the precipice? On a moonless night, silently the English made their way down the river and landed west of the city. The men clambered up the cliffs to the plains above. What would the French see upon awakening the following morning? What could Montcalm do? What would probably be the result of a battle? The battle was fought and the French were forced to surrender. The French suffered a greater loss still in the death of their general—Montcalm, the "greatest Frenchman of them all," who was mortally wounded during the conflict. Why was this the decisive battle in the war for control in America? What was determined by the capture of Quebec? That America should be English.

The next year Montreal fell—Canada was conquered and the French practically driven from America. Why were the English finally victorious? Sounder and better colonial system—character and motive of the colonists quite different.

In 1756 war had broken out in Europe between Great Britain and France and in 1759 Spain had joined forces with France. The British were victorious in Europe also and in 1760 France was ready for peace. What would Great Britain demand as terms? (Read in text and discuss the terms of the peace of Paris, 1762–1763. Show on the map just what territory in America now belonged to Great Britain.) What must she do for this territory? Provide government. She created the provinces of Quebec and East and West Florida. The proclamation which established these provinces also established a line “beyond the sources of the rivers which flow into the Atlantic from the west and northwest,” beyond which no governor of any colony was to grant land. What did this mean? That the old “sea to sea” charters of some of the colonies no longer held.

Now that the long-drawn-out struggle had come to an end let us see in what way it had benefited the colonies. What effect would the close of the war have on development of land west of the mountains? There was no longer fear of the French, and since the Indians were no longer incited by the

French, there was less danger in venturing west. Again soldiers released from war were unsettled and were ready to start anew in a new land. What effect would the close of the war have on the relations of the colonies with the mother country? They felt less dependent on England. The provincial troops learned that they could fight and that their officers were better than most of those sent from England. What had the war brought about between the colonies themselves? The idea of union and united action.

(3) THE STRUGGLE BETWEEN ENGLAND AND HER COLONIES

M. JULIA DETRAZ

A. The Causes of the Quarrel

Why did the first settlers come to America? What laws concerning religion did England have which affected this movement? Laws requiring uniformity. What was England's attitude toward colonies after their settlement? She followed a lenient policy, leaving them much to themselves. Why did she adopt such a policy? She wanted the colonies settled; she was having constant European troubles; and she needed the loyalty of the colonies. Why did England need colonies? England was small and lacked commercial resources. What would be the effect of England's policy in the colonies? Left to themselves to face and conquer the climatic and physical conditions in America, the colonists developed a spirit and character that would have been impossible had they relied upon the mother country.

England, up to 1760, held to her policy of leniency; was there any further need for this policy? (Compare size and population of England and colonies, referring to text and map.) In 1760 there

were over two million people in the colonies, all east of the Appalachians. How would this growth in numbers affect the commercial and financial growth of the colonies? In what industries did the people of England engage? Manufacturing and commerce. Why these chiefly? Why would England want no competition? How would this affect the colonies? England wished the colonies to furnish raw material for her industries. Why would the colonies not be apt to do much manufacturing? They had a market for their raw materials. What would be the effect of any attempts at colonial manufacturing? Parliament passed laws forbidding the export of manufactured goods and limiting the industry itself. Whom would this benefit, England or her colonies? England certainly, but there is also this to be considered, that England offered a constant market for raw materials even though this very fact deadened manufacturing enterprise in the colonies. It is fairly certain that up to this time the colonies had felt the restraint very little.

What articles would the colonists need which could not be raised by them and which England could not supply? Write the names of the articles on the board, also the country which could probably supply them: tea, sugar, molasses, silk, etc. Where could the colonies obtain these articles? What reason would England have for objecting to the

colonists trading with other countries? What advantage would it be to England to obtain these articles and send them to America?

To help her two great industries—manufacturing and commerce—the English Parliament passed Trade Laws. What would they be? (Read in text and discuss.) (Compare with our tariff regulations.) How would these laws affect the commercial interests of the colonies? What would the colonists think of these laws? They were not accustomed to interference. What could the colonists do? Try to evade the laws. How could the laws be evaded? By smuggling. Just how would this be carried on? How would the colonists justify themselves in this evasion of the laws by smuggling? They thought these Trade Laws were too unjust to be binding. They said Parliament had no right to pass such laws. So the laws were evaded more or less successfully and smuggling went on openly. What European trouble was England having at this time? How would this affect her policy toward the evasion of the Trade Laws? She had neither the time nor the money to enforce them; with war in Europe on her hands she needed help and loyalty from the colonies.

In 1763 the war with France came to an end. King George II died and King George III succeeded. What effect would this have on Parliament and English ministry? Change. Probably a new co-

lonial policy. This new government favored a new policy toward the colonies. Let us find out why. How could England pay her war debt? How would this affect the colonies? England decided to enforce the Trade Laws and orders were sent to the customs officers in the colonies to do so. Why did this seem perfectly fair to England? The war had been partly in America and the expense of protecting the American frontier had been very great. How could the customs officers stop the smuggling? If a customs officer suspected any one he could go to court and ask for a search-warrant stating the goods which he sought and the place to be searched. Why would not this method prove effective? Friends would warn the smugglers. What sort of warrant would be surer? What the customs officers wanted was a general warrant to search for any goods in any place without application at the local court. Such warrants were called Writs of Assistance and had for centuries been common in England. What would be the colonists' objections to the Writs of Assistance? Perfectly innocent people were seized as smugglers and goods which a merchant had obtained in a perfectly legal way were confiscated. People who had no smuggled goods were subjected to the annoyance of a search at any time. Why did the colonists (who were really Englishmen) feel so much more bitter toward the "Writs" than did the Englishmen in England?

Colonists' life and employment had been such as to change their ideas and ideals. What men would lead the opposition to the "Wrists" in the colonies? Merchants, public-spirited men, lawyers, statesmen. James Otis, a Boston lawyer, was one of these leaders and made a great speech in Boston against the issuing of the Wrists of Assistance. What would he say? Otis in this speech said that the Americans were not bound to obey laws, in the making of which they had no part. This was the first time that such an idea had been put into words; how would the colonists accept it? This speech and statement made Otis famous.

In 1763 there was an Indian uprising which endangered the whole western frontier. Of what would England be afraid? Another war. How could she provide against this? Send soldiers to the frontier. What would this require? More money and more men. How would England try to raise the money? In 1763, Grenville, the king's new minister in England, decided to establish a force of troops on the western frontier to defend the colonies against the Indians and possible attacks from the French or Spanish. To help pay for these troops Grenville ordered that every piece of paper on which was written or printed anything for use in any court or commercial transaction should be stamped with a stamp costing from one cent to fifty dollars. Stamps were also to be placed upon all newspapers,

almanacs, etc. Just what would this mean, for instance, to a man writing to a near-by city for a bill of goods? What would it mean to a man buying a newspaper? (Class and teacher give other instances and discuss.) Why was the tax levied on papers and printed matter? Those who would need or use stamped papers were probably best able to pay the tax. Why did the English government think this tax just? The money so raised was to be used in the colonies for their defense. What would the colonists think of the tax? On what grounds would they object to the tax? They had never asked for troops; they did not want or need the troops. The greatest objection was "taxation without representation." What did that mean? The colonies were not represented in Parliament, therefore Parliament had no right to tax them. The English claimed that the colonists were represented just as any other Englishmen were.

Let us see how there could be two such different yet honest opinions about representation.

The English Parliament consisted, and still does, of the House of Lords and the House of Commons. Who were the members of the House of Lords? How were the members of the House of Commons chosen? Elected by landowners. In the earlier days England had been divided into counties and each county elected two members to the House. Under what conditions would this be fair? If the counties were of

equal population. As the country developed how would these counties change? It had gradually come about that in some counties the lord, who owned the ground, appointed the members from that county, often selecting them from other districts; while from large cities no representative was chosen. Why did the majority of the English people not object to this? What did they expect each representative to do? Each member represented every Englishman. In this sense, then, they considered all Englishmen represented. What, then, was the Englishman's opinion of colonial representation?

Now let us consider the American's idea of representation. What was the basis of representation in the colonial assemblies? How do you think the idea of representation had grown up in the colonies? In the beginning from the town meetings, etc. So the colonists held that no Parliament or assembly in which they were not actually represented had the right to tax them. Who had first put this into words? Otis. Whom do our representatives represent?

Parliament passed the Stamp Act in May, 1765, but it was not to go into effect until November, so there were six months in which the colonists had plenty of time to discuss it. What different views would probably be taken by the colonists? Some believed that America's best interests lay in a firm union with Great Britain. So two parties arose in

the colonies. What were they and what would they probably call themselves? Loyalists—loyal to the king, and Patriots or “Sons of Liberty,” who did not believe in taxation without representation.

What would be going on in the colonies during the six months before the Stamp Act was to go into effect? Debates, discussion, etc. What would the great orators say? (Try to work out some of their speeches. The class may read and tell something of the life of Patrick Henry of Virginia and Samuel Adams of Massachusetts. Read aloud the passage from Patrick Henry’s “Treason” speech which has to do with the Stamp Act, and other speeches which bear on this act.) Stirred and aroused by such inspiring speeches as these, how would the people receive the stamp collectors and stamps? They forced the collectors to resign and in many cases destroyed the stamps. Which colonies were involved in this resistance? All. What would make their resistance more effective? To unite. The colonies sent delegates to a Stamp Act congress held in New York in October, just one month before the act went into effect. What was there for this congress to do? (Read in text of the work of the congress. Read also of the events of November 1, 1765.)

Now let us see what the king and Parliament thought of the reception of the Stamp Act. Why would they be surprised? They thought of the tax

as rather unimportant, just a simple, easy way of raising funds really needed. How could the colonists explain their view of the tax to the king and Parliament? They wrote to the king and also sent Benjamin Franklin to England. Franklin even appeared in the House of Commons and told the members just how the colonists felt about the tax. (If possible read part of Franklin's examination before the House, *The World's Famous Orations*, vol. VIII, edited by Bryan.)

What views would the Englishmen take? Grenville and the Tory party still held that the tax was just, and honestly felt that the Americans refused simply for sordid money reasons. Pitt and Lord Camden saw Franklin's point of view. What view would they hold? They and many other prominent men in England believed that the king and his ministers had made a mistake, and that the Americans were right in refusing to be taxed without being actually represented in the body that taxed them. What did William Pitt say about the virtual representation of the colonies in Parliament? "There is an idea, in some, that the colonies are virtually represented in this House. They never have been represented at all in Parliament. . . . The idea of virtual representation in this House is the most contemptible that ever entered into the head of a man." Would Pitt be glad that the Americans refused to pay a tax that they had no

share in levying? He said: "The gentleman tells us America is obstinate; America is almost in open rebellion. I rejoice that America has resisted." What did Lord Camden think of the sending of British troops to America to compel the colonies to pay taxes without their consent? "Were I an American," he said, in addressing the House of Lords, "I would resist to the last drop of blood." Again he declared: "My lords, you have no right to tax America; the natural rights of man and the immutable laws of nature are all with that people."

Which represented the real feeling of the great mass of the English people, King George and his friends or William Pitt and Lord Camden? There is no doubt that the majority of the people of England were in sympathy with the Americans in their bitter opposition to taxation without representation.

When we compare this division of sentiment in England with a like division of sentiment in America, what kind of conflict may we call the War of the Revolution? A civil war. Yes; and that is what William Pitt called this conflict. And as in England there were the king's supporters and those who opposed him, so also in America there were the Loyalists on the side of the king, called Tories, and those, called Patriots, who wished an independent country of their own. It was a civil struggle without the use of an army or navy in England; it was a civil war with campaigns and battles in America.

Which view or opinion would be popular in England? Why? Merchant and laboring class favored Pitt and his idea. The refusal of the Americans to buy English goods affected them greatly. So through the influence of Pitt and Lord Camden, and forced by the merchant class, Parliament repealed the Stamp Act. How could Parliament show its belief that it still had the right to tax the colonies, even though it had repealed the Stamp Act? It passed a Declarative Act stating that Parliament had the right to legislate for the colonies "in all things whatsoever." Which would affect the colonies more, the repeal of the Stamp Act or the Declarative Act? What would they think of the Declarative Act? It was Parliament's way of saying: "Oh! I could have done it if I had wanted to." What would now be the feeling between England and the colonies? The trouble was settled—Parliament had listened to reason. The colonists sent letters of thanks to the king and to Parliament. All was peace and unity, and there was a unanimous outburst of loyalty throughout the country. What policy do you think Parliament ought to have pursued toward the colonies now?

The next year Grenville was forced from the ministry in England. Pitt was too old and in too poor health to act, so Townshend became chief minister. He had been president of the Lords of Trade and so had received all the complaints made

by the colonial governors. How were these governors chosen? Of what would they be likely to complain? How were these governors paid? By grants from the assemblies. What do you think of this method? Why? Some time before this, the king had ordered that the governors be paid a regular salary, but the assemblies simply ignored the order. Why would they not pay the salaries? Assemblies could control the governors by refusing money grants. What reports would the governors make to Townshend? What would be his opinion of the colonies? That they were disobedient and rebellious. Now Townshend proposed to raise a fund to pay the salaries of the governors and the judges appointed by the crown. How would he try to raise this fund? (Read in text the Townshend Acts.) Tax laid on wine, oil, glass, paper, lead, and tea—Writs of Assistance legalized—admiralty courts established where revenue cases could be tried without jury. What would be the result of any such trial without jury? What would be the effect of the Townshend Acts on the colonists? Open rebellion. What should they do to make their resistance more effective? The colonies should unite. And so through circular letters, Samuel Adams drawing up those sent from Massachusetts, the colonies decided to act together. What could the colonists do to make their resistance of the tax felt in England? Refuse to buy any English goods. What people in

England did this refusal affect and what would they do? Merchant and commercial class in England finally influenced Parliament to yield and all the Townshend Acts were repealed except the tax on tea. Why did Parliament retain the tax on tea? What effect would this have on the colonists? What would they do? Still refuse to buy.

In the meantime the troops sent from England began to arrive in the colonies. What was Parliament's plan for their maintenance? How would the colonists receive them? Some colonies refused to receive them, but in Boston they were forced upon the town. How do you think the Bostonians would treat the soldiers? (Read in the text of the Boston "Massacre.") What do you think of this?

About this time the refusal to buy tea was so severely affecting the East India Company that Parliament, to relieve the situation, removed the tax of twelve pence per pound paid in England on all tea shipped to America. How would this affect the price of tea in the colonies? It was even cheaper than in England. How does this show the reason Parliament had for taxing tea in the colonies? Would the colonists buy? Why not? Why would the East India Company expect the colonies to buy? The English still held the view that the colonies refused the tax for money reasons. So the East India Company sent many shiploads of tea to the American ports. Would the colonists accept the

tea? (Read in text of the reception of the tea in America—the Boston Tea Party.) What was the significance of the colonists' refusal to accept the tea?

How would the news of the "Tea Party" be received in England? Why would Parliament think these acts especially rebellious? Parliament felt that it had been very lenient indeed, and so determined to put down all rebellion and to punish the colonies. To do this, Parliament passed the "Five Intolerable Acts," as the colonists called them. (Read the acts in the text.) Which of the five do you think most intolerable and why? How had the colonies been keeping in touch with one another during all the troubles of the last ten years? When news of the acts arrived, the colonies decided to act together and so a congress suggested by Virginia and called by Massachusetts assembled in Philadelphia in September, 1774. What could such a congress do? (Read in the text of its work.)

B. The Struggle

1. *For political freedom—The outbreak*

What incentive had united all the colonies and caused them to act together? How can you justify the colonies in their rebellion? Why was this spirit and action a natural development in the colonies? Many of the colonists had come for religious free-

dom and most of the colonies had demanded and obtained representative self-government; it was but natural that they should demand political freedom.

What preparations must the colonists now make? Prepare men and arms because trouble might arise at any time with the English soldiers. Where would the trouble occur first? Boston and vicinity; Gage was there with his army; most of the trouble had been there; and the people of that vicinity were more stirred up. Where, then, would the colonists store their arms and ammunition? Why would they not organize a regular army? Did not yet realize that war was upon them—the men found it hard to leave their homes, crops, and work. What could they do? Be prepared to fight at a minute's notice. For what would they have to plan? An arrangement for signals, messengers, etc.

When General Gage in Boston heard that the colonists had prepared and collected ammunition, what would he do? On the evening of April 18, 1775, General Gage sent eight hundred men to destroy the ammunition collected at Concord. (Use map.) How would they go? When the Patriots in Boston heard of this, what would they do? How could they let the "minute-men" know? (Read "Paul Revere's Ride.") What would the "minute-men" do? When the British reached Lexington they found some fifty Patriots drawn up to meet them. The British captain gave the order to fire and sixteen

“minute-men” were killed or wounded. The Patriot captain then gave the order to retreat. What would the British do then? Go on to Concord. There they destroyed the stores of ammunition, etc., and then started to return to Boston. Why would they have trouble on the return trip? Every Patriot along the way and hundreds of “minute-men,” who had gathered, fired upon them from behind every tree and fence and wall. Why would a return fire by the British be ineffective? They finally retreated in disorder and entered Boston at sundown. When the news of this trouble spread, what would be the result? Sixteen thousand armed farmers were on their way to Boston in two days. From which colonies would they come? Why wouldn’t the enthusiasm be universal? Trouble had not really touched the southern or middle colonies, so they were not as yet fully aroused.

Boston lay on a peninsula commanded by hills. Of what advantage was this to the Americans? A Patriot force of about twelve hundred men was sent to fortify Bunker Hill, but they fortified Breeds Hill because it was nearer Boston. When General Gage saw the fortifications overlooking Boston, what would he do? How would the British have to charge? Three charges were made straight up the hill, and the third was successful only because the defenders’ ammunition gave out. The Patriots were forced to retreat, but the British won a very

costly victory. They had lost one thousand men. What did this battle show the British? How would it affect the colonists? What different opinions concerning it would be expressed in the colonies? At least one-third of the colonists were still loyal to the king. They thought America's best good lay in reconciliation with the mother country. What could the Loyalists do to show the British their feeling in the matter? Buy English goods, send addresses of loyalty to the king, etc. How would the Patriots look upon such actions? They considered the Loyalists traitors undermining American liberties. How would they treat the Loyalists? Labor refused to serve them, millers would not grind their corn, merchants would neither sell to them nor buy of them. What was the Patriots' idea in treating the Loyalists so? Wished to convert them. What do you think of their method? Why did not the Loyalists unite in some action against the Patriots? They thought the king would soon step in and punish the rebellious colonists.

In the meantime, in May, 1775, the second Continental Congress had assembled. Why had this Congress been created? To consider public welfare and give advice to the colonies. What had been its work? How were its members chosen? Why would the delegates elected this time be Patriots? Loyalists refused to have anything to do with the Congress, so would not even attend the meetings to

elect the delegates. What do you think of the Loyalists' attitude? What might have been the result had they taken an active interest? With war begun, what new authority was forced upon Congress. It became the central government of the colonies. What were its problems? To devise some form of government, create an army, select a commander-in-chief, etc. Why did they choose Washington as commander-in-chief of the army? Where did he live? Why was the choice of a Virginian desirable? Tended to insure the support of the southern colonies which had not as yet become really involved in the military struggle.

Washington hastened to Boston to take command of the army there. What sort of army awaited him? Individually strong and brave, used to hardships and trained by frontier life in the use of arms. As an army, the men were untrained in military discipline, each wanted to go his own way, and could see no reason for obeying another. What work lay before Washington? To organize a "mob" into an army prepared to drive the British from America. All the officers were appointed by Congress. Why would this make Washington's work more difficult? There was no certain pay for the men and no clothing except such as they could provide for themselves; discontent and jealousy pervaded the whole army until, as Washington wrote to a friend: "Such a dearth of public spirit, and want of virtue,

such stockjobbing and fertility in all the low arts to obtain advantages of one kind or another . . . I never saw before, and pray God I may never be a witness to again. . . . Such a dirty, mercenary spirit pervades the whole that I should not be at all surprised at any disaster that may happen." Conditions went from bad to worse until Congress finally appointed a committee which, with Washington, laid plans for a new army. By whom were the troops provided? By colonial assemblies—militia, voted for a short term only. What is the difference between militia and a regular army? Who could create a standing army? Why would not Congress do so? Afraid that too much power in the hands of one man would result in a kingdom and militarism. What does the fact that Washington kept his commission in the face of all these obstacles at the very outset tell us of his character?

What work was before the army around Boston? What kind of army had the English in Boston? Ten thousand British regulars, trained regiments used to war and military tactics. What could Washington accomplish against such an army? What might Washington do? Fortify the hills overlooking Boston and bombard the British. Why could Washington not do this? No ammunition. What was there then for him to do? Washington occupied all approaches to Boston on the land side with his troops and remained there eight months. How

would this time be employed? Why would there be trouble with the troops? Enthusiasm had died out; they were doing nothing but drill; it was winter and both food and clothing were scarce. What trouble would there be in Boston for the British troops? No food or provisions coming in. When, in March, Washington surprised the British by fortifying Dorchester Heights, what would the British do? They sailed away for Halifax and the Patriots occupied Boston. Why did the British do this? What effect would it have on the Patriots? They were greatly disappointed, after drilling and waiting so long, that they had no chance to fight.

Now let us see what the people in England thought of affairs in America. How would King George receive the news of Lexington, Concord, and Bunker Hill? What would he do? Prepared to send more troops to put down the rebellion. What opinions would be expressed in Parliament? among the people? The commercial class sympathized with the colonies. What districts would be especially in sympathy with the colonists' demands? In addition to the commercial districts, there were others not represented in Parliament, such as large cities having no representative. However, the king's party were in the majority in Parliament and carried the vote in favor of forcibly quelling the rebellion in the American colonies. What would be King George's problem in planning an invasion of Amer-

ica? To secure an army and to transport it. Why would it be difficult to secure an army? Why were there practically no troops to be had in England? Many of those who would naturally have enlisted favored the colonists and would not fight against them. How could the king procure men for his army? What he did was to hire men largely from one of the small German states. What effect would the news of a hired army sent to enforce allegiance to the king have upon the colonists? on fair-minded people everywhere? What would the people in England think of it? As Lord Chatham said in a speech before Parliament: "Were I an American, as I am an Englishman, while a foreign troop was landed in my country, I never would lay down my arms—never—never—never."

GROWTH OF THE SPIRIT OF INDEPENDENCE

Up to this time, what had the colonists been asking of Parliament? Reform of the British colonial system; the right to decide home affairs in America; no taxation without representation. During the year following the battle of Lexington and Concord (1775–1776) before news of the king's plan of campaign had reached America, the sentiment for reform had gradually changed until some began to demand independence. Why had this change come about? With actual war came the realization that the misunderstanding between the two parts of the

empire had increased until it could never be peacefully adjusted; the colonies had developed and grown away from the mother country; their ideals were different from those of the British, and some of the colonists had even lost their loyalty to the king, whom they regarded as a tyrant. How would the idea of independence be received by the colonists? What different opinions would be expressed? What men would be apt to speak for independence? What arguments would they use? (Read Patrick Henry's Liberty or Death speech, also extracts from Samuel Adams's speech on "American Independence.") What arguments would those opposed to independence use against it? In general those of official rank and hereditary wealth remained loyal to the king. They denounced the independence movement as rebellion, and argued that America's best interests lay in union with Great Britain. They held to the British idea that Parliament represented all Englishmen—in short, they were conservatives. Why would this growth toward independence add to the numbers who would openly join the Tory or Loyalist party? There were many who did not approve of Parliament's measures, but who did not favor war or an actual break from the empire.

How would the royal governors in the various colonies look upon the idea of independence? What could they do? In most cases they showed very little diplomacy or tact, especially in the southern

colonies, where the various governors dissolved the assemblies. What effect would that have? Only aroused the colonists until in every case there arose open rebellion and a general warfare between the Whigs and the Tories, which resulted, in Virginia, in the burning of Norfolk and in an attack by a British man-of-war at Charleston. How would this affect public sentiment? In every case of uprising against the royal authority, the English were defeated and the governors forced to leave. What kind of government would then be established? What would the Loyalists in these colonies do? Protested, but did not organize; they were kept terrorized by the Patriots. When, in 1776, delegates were to be elected to Congress, what men would meet in the colonial assemblies? As a consequence, what kind of men would be elected to serve in Congress? Did they really represent the colonists?

When Congress met in June, 1776, what question would first present itself? Had Congress the authority to declare independence? Who could give the members authority to do so? The colonies from which each came. In those days, as men met on the street, in stores, or in their homes, of what would they talk? What would happen in the colonial assemblies? What arguments would be offered in their debates? At this critical time came the news from England of the hired German, or, as they were called in America, Hessian troops. What

effect would this news have? It perhaps did as much as any other one thing to decide the colonies for independence, and the assemblies of all the New England and southern colonies instructed their delegates to favor any act of Congress toward that end. The middle colonies, especially Pennsylvania, New York, and Maryland, held out against independence longest. Why? They had not become really involved and were also more conservative.

With whom now rested the decision for or against independence? A committee was finally appointed by Congress to draw up a formal declaration of independence, and the writing of the document was intrusted to Thomas Jefferson. The declaration was reported to Congress June 28, 1776. What would such a document contain? Declaration of Rights and reasons for the separation. What reasons would be given? (Read portions and discuss.) Why would the days while Congress debated over the Declaration of Independence be anxious ones? What would the people in Philadelphia be doing those days? Finally on July 4, 1776, Congress adopted the Declaration, and the bell which hung above the hall in which Congress met "rang out, proclaiming independence throughout the land." The Declaration was adopted by twelve colonies, but was not signed by the members until August 2. (Van Tyne, *The American Revolution*.) How would the news be received? Just what did inde-

pendence mean? What responsibilities did it bring with it? Of what advantage would it be to the colonies? Of what disadvantage? What new problems did it bring? Government—and war to the finish to maintain independence. To what body would the different colonies naturally turn for advice concerning the form of government? So the colonies, with the advice of Congress, organized into states, and the states, with Congress as an advisory, centralizing, governing body, became the United States of America. Why would there be no marked change in the state governments? Already had assemblies elected by the people; in some colonies even the governor was elected. In what did the new government differ from the old? Power came from the people; not from the king.

2. For Independence—1776

What must the colonists do to establish the independence which they had declared? What would be England's answer to the Declaration? How was each side prepared for the struggle? What were England's disadvantages? The colonies were three thousand miles away; it was hard to transport armies; hard to subdue three million people scattered over a country with a thousand miles of seacoast; the roads were bad and much of the territory a wilderness, in which European soldiers would fight at a disadvantage. What were America's disad-

vantages? The most serious weakness was that the colonists were divided; fully a third of the people were opposed to the war and as many more to independence. Why would this prove very serious? It would mean civil war—often brother against brother, father against son. Why would the Loyalists prove more dangerous from now on? What could the Patriots do about it? Arrested, imprisoned, tarred and feathered, and even executed the Loyalists. Why did the Patriots use such drastic measures? What would be the result? In some districts the Loyalists joined the British army by thousands, and thousands left the country. Where would they go? Nova Scotia, and other parts of Canada. In some districts where nearly half the population were Loyalists a continual conflict was kept up. Why was this internal struggle America's greatest disadvantage? What others had she during the war? British were overwhelmingly superior in size of military and naval forces. Character of the army also great disadvantage. Again the British could concentrate forces and attack at any point, while Americans must protect all points.

Where would the British be likely to attack first? Why? Why was New York a particularly difficult situation to defend? (Use map.) Washington must divide his inadequate, ill-equipped, and undisciplined force to protect all points. After the battle of Long Island, in which the Americans

were defeated, Washington had to retreat before the overpowering force of the British. What effect would this have on the army? Soldiers lost heart, and as their terms expired went home, refusing to re-enlist; many deserted. An added reason for the men's refusal was lack of supplies and of money for salaries. From whom must the money come? Why could not Congress grant the money? Why did the states refuse? Because of narrow, selfish attitudes; ignorance of the need; lack of co-operative spirit; each afraid it might give more than others; seemed rather a losing cause; afraid of a tax. What could Washington do? Used his own fortune. Another man, Robert Morris of Philadelphia, not only pledged his own fortune, but went about from house to house begging the money to keep the army together. What did all this show as to the sentiments of the colonists toward the war?

About the middle of December General Lee was caught by the British outside the lines and made prisoner. His force immediately joined Washington, who had turned at bay on the Pennsylvania side of the Delaware. (Use map.) On Christmas night, in a blinding snow-storm, Washington, encouraged by these reinforcements, crossed the Delaware and surprised the Hessians at Trenton, taking about a thousand prisoners. A few days later, he successfully attacked the British at Princeton, so that General Howe withdrew his men to the neighborhood

of New York. Washington then went into winter quarters at Morristown. How would his victories affect public sentiment? What would be the results of the new enthusiasm? Men were willing to remain in the army; more would enlist. Congress authorized the enlistment of a regular army and Washington made every effort to raise it. Why would it be very difficult to do so? What trouble would arise between the states? What characteristics of Washington stand out most prominently at this time?

1777

What had been the original plan of the British when they started for New York? To gain control of the Hudson, thus cutting off New England from the other colonies, and establishing communication with Canada. Why was this an especially good plan? New England was really a hotbed of revolution; if communication could be cut off between New England and the other colonies, she would soon be starved into submission. Why? England controlled the sea, so there was no communication that way. With the same plan in view, the ministry in England planned the campaign of 1777. Burgoyne moved south from Canada, expecting to meet General Howe coming up the Hudson with his troops. Through a misunderstanding, Howe moved against Philadelphia, and Burgoyne, being unsupported,

was forced to surrender to the American troops at Saratoga. What did this victory mean to America? Failure of British campaign in the north. Washington, in defending Philadelphia, had met Howe at Brandywine Creek and Germantown, where he was defeated. He then went into winter quarters at Valley Forge, while the British entered Philadelphia in triumph.

What do you know of Washington's winter at Valley Forge? What hardships did the men have to endure? How did they show their loyalty to their country? What could hold the army together during this winter? Yet during that dreadful time, when all Washington's wonderful ability, tact, and endurance were shown, his enemies were plotting for his downfall. Why did Washington have enemies? What could they plan against him? One conspiracy, particularly, known as the "Conway Cabal," planned to force Washington into resigning. Luckily this plan was exposed in such a way as to make all the plotters ridiculous. In what way, then, was this plot an aid to Washington? Why was it said that in choosing Washington commander-in-chief Congress "won for America its struggle for freedom"?

How would Burgoyne's surrender affect public sentiment toward the American cause in our own country and in Europe?

How would it affect the army? the people? Why

would the Tories, or Loyalists, become more active? Up to this time they had looked to the king to put down the rebellion; now they realized that it would not be so easy for him to do so. What could the Loyalists do? As one of England's greatest problems was the transportation of troops, why did she not make use of these Loyalists, who were as many in number as the Patriots? A great many of them really did join the British army (New York alone furnished about fifteen thousand), but the British held them rather in contempt. What probable effect did this have on the final outcome of the struggle?

Just after the close of the French and Indian War, many pioneers had pushed their way over the mountains into the Ohio River valley and several settlements had been made. What do you know of these settlers and settlements? Find the settlements on the map. What danger threatened them at this time from the north? English and Indians. Why the Indians? What could the settlers do? They organized under Clark and made an expedition against the towns in the northwest. What was its result? What had Clark and his men gained for the United States? What effect would the possession of this territory have when the terms of the final treaty were made?

A BROAD FRENCH ALLIANCE

How did the Declaration of Independence change American relations with foreign nations? To what nations would the United States look for recognition and assistance? Why? France especially, because of her hatred for England; possibly Spain also. Shortly after independence was declared Congress sent Benjamin Franklin to France. What could he do there? There was one Frenchman in particular, the Marquis de Lafayette, who, aroused by the stories of America's struggle for freedom, hurried to America and offered his services to Congress. (Assign reading for the children to find out why Lafayette's name will always be honored and remembered by Americans.) Why would the French nation not be ready in 1776 to recognize American independence? The colonies had declared for independence but had not given sufficient evidence of their ability to maintain it. How would Burgoyne's surrender affect the French king? A treaty was finally signed with France early in 1778. What would such a treaty probably contain? Treaty of commerce—treaty of alliance against Great Britain. (Give the principal terms of the treaty and discuss.) What effect would the news of this treaty have in America? What would it mean for America? What would it mean for France? War with England. How would the French alli-

ance affect the British? What had been the Englishmen's sentiment toward the colonies and toward the war? Why had the king been able to pursue his policy contrary to the wishes of the majority of the people? A great part of the population, especially the commercial class, were not represented in Parliament, and so had no vote. What had the English thought as to the probable length of the war? How would news of the British defeat at Saratoga influence that opinion? Then came the news of the French alliance; what effect would it have? Why was this a most critical time for England? Involved in a new war, could raise no armies at home and was now no longer able to hire them from Germany. What ought England to do? What would public sentiment demand? Why would the king yield to public demand now? Peace commissioners were sent to America. What terms would they probably offer? The king granted every demand of the Americans except independence. What success would the commissioners probably have? Why?

France then prepared to carry out her agreement to help the Americans. How could she best do this? Besides sending a small army, she fitted out a fleet of ships. Why would this be very effective? England had a large navy; had to bring all armies and supplies by sea. With French ships on the sea, for what would England have to use her ships? How

would this affect the British armies in America? Could not bring so many soldiers and could not so easily bring supplies to those already in America. At the outset of the war, what ships did the colonies have? Why would they be especially needed? As English ships had brought all foreign merchandise to America, the colonies would need ships to carry those foreign goods which they must have.

Where would the French fleet, coming to the States' assistance, be expected to land? How would this affect the movements of General Clinton then in command of the British forces in Philadelphia? The British forces left for New York. What would Washington try to do? A battle was fought at Monmouth and lost, because Charles Lee, who had been exchanged and was in command of part of the troops, again turned traitor and disobeyed orders. Washington arrived just in time to save the day, but General Clinton slipped away and went on to New York.

What had been the success of the British in carrying out their plan of campaign in America? What had they gained in four years of warfare? In what sections had most of the engagements occurred? What had been the results in New England? In the Middle States? What remained for them to do? Why would the Southern States be a much easier field for British invasion?

Late in 1779 the British attacked the American

troops at Charleston and forced them to surrender. General Cornwallis was then in command of the British troops in the South. In South Carolina he demanded that every man declare himself for or against the king. What would be the effect of such a measure? The whole state population arrayed in two hostile parties, resulting in civil warfare. There were not enough Patriots to attack the British openly. What could they do? They gathered in bands in the woods and mountain valleys and rushed out and attacked the Tories or harassed the British troops.

What had been the results of the British campaign in the South? How would this affect Washington? What would he want to do? Why could he not go South? In the midst of his discouragement came an even more staggering blow, the treachery of General Benedict Arnold, one of Washington's most trusted aides. Who gave commissions in the army? Congress was supposed to have this power, but how was Congress limited? Jealousy and powers of the single states. What would each state demand? That its own sons should have commissions. Why would this be a poor basis for awarding them? For this reason Arnold had been neglected. How would this neglect affect him? In 1778, when General Clinton left Philadelphia and the Patriots returned to the city, Arnold was placed in command of the city, because a wound which he

had received at Saratoga kept him from active service. There he married a woman from one of the leading Tory families. What did this indicate as to his relations with the Tories in Philadelphia? He lived very extravagantly and speculated until he lost all his fortune. Arnold finally decided to change his allegiance and to have revenge upon a country which he thought had treated him so unjustly. How could he accomplish the latter? What other reason might he have for wanting to betray the Americans? Money. Arnold asked for the command of West Point. Why did he select this place? West Point on the Hudson was really the key to the whole American position in the North. He promptly received this. Why? Arnold immediately made arrangements for surrendering the fort to General Clinton. Clinton's agent was Major John André, who met Arnold and arranged the terms of surrender. On his way back to New York, Major André was captured and searched and the papers found upon him. As he was within the American lines in disguise, he was a spy and as such was hanged. By mistake, Arnold was notified of André's capture and so made good his escape to the British lines. From then on to the end of the war, he served as an officer in the British army. What would be the attitude of the Americans toward him? What would probably be the attitude of the British officers? How would the news of Arnold's treach-

ery affect Washington? As he said himself: "Whom can we trust now?"

In the midst of the gloom of 1780 came the cheering news of the success of the Patriot forces in the South. Where was Washington during this time? In October, 1781, he rushed his army south, and on the 19th of that month, with the aid of the French fleet, he forced the British, under the command of Cornwallis, to surrender at Yorktown. Why was this so decisive an event?

In thinking of the reasons for America's success, what man stands out most prominently? To what characteristics of Washington is this due? "He was 'often anxious but never despondent.'" "Defeat is only a reason for exertion," he wrote, "we shall do better next time." How did such a spirit help him to success?

How would the news of Cornwallis's surrender be received in England? What would public sentiment demand? This demand was the more insistent because at that time England had not a friend in Europe and was threatened from all sides. Sentiment in Parliament had changed, so that when the vote was taken, the majority favored peace; the king's party was defeated and King George forced to yield. What would then be done? Arrange for peace. Where would the meeting of the peace commissioners probably be held? What sort of men would Congress send? Who might they be?

Franklin, John Adams, John Jay, and Henry Laurence were sent to Paris to meet with the English commissioners. What would the treaty contain? Spain received back the Floridas, so the thirty-first parallel was made the southern boundary. How much territory could be claimed to the west by our commissioners? Why? Because of Clark's conquest and because that region was held by the Americans, it was finally conceded and the Mississippi River made the western boundary. What concessions would the Americans be asked to make? Debts due English merchants at the beginning of the war were to be valid and the Americans agreed to receive and treat well all the Loyalists who had not taken up arms against their country. Which Loyalists were not protected by this treaty? There were sixty thousand of these; what would they have to do? Leave their homes and country. Why was this one of the "saddest tragedies of the war"? What loss was it to the nation?

The terms of the treaty were agreed to by both sides and it was signed in 1783. What would happen then? The British left New York, the American army disbanded, and the Revolutionary War was over. When the war began there were about three million people in the colonies. How were these divided in sentiment toward the war? About one million were Loyalists, supporters of King George in all he did; there were about one million

who did not believe in the king's measures but were opposed to war and a break with the mother country; and there were about one million Patriots who were willing to support American independence. About how many men were there in Washington's army? From fifteen hundred to eighteen thousand men. How many, then, were left? How many Loyalists joined the British army? How many were left? What were those men, not engaged in the war, doing during the years 1775-1783? How would the various occupations be affected by the war? What incentive was there to the establishment of new ones? How would the prosperity of the country be affected? What condition within the country would cause the greatest loss? Why? Civil strife between the Whigs and the Tories. If prosperity was pretty general, why was Washington's army without provisions? Where did foodstuffs and other provisions go? Why could the British get them when Washington could not? What kind of money did the British have? Why, with the country fairly prosperous, could Washington get no funds? From whom must the money come? Why was it hard for Congress to obtain money? Had no power to tax; must ask the states. Why was it hard to get it from the states? Hard to collect taxes even imposed by the state, since so many were not in sympathy with the war. The states had found it easy to issue paper money, so

Congress decided to try that plan. Why would it prove disastrous? What is paper money? When is it good? Why is a paper dollar to-day as good as a silver dollar? Why was the paper money issued by Congress worthless? What would happen when it was used? When the states were asked to give money to Congress, they also issued paper money, so as the war went on, this money grew more and more plentiful and consequently worth less and less, until a half yard of broadcloth cost two hundred dollars, a bushel of corn one hundred and fifty dollars, and an ordinary suit of clothes two thousand dollars.

“Paper money became so cheap
Folks wouldn’t count it, but said, ‘a heap.’ ”

What damage would be done to the country by this paper money? When conditions grew so bad that war could not be carried on without funds, how would they be obtained? From whom could money be borrowed? About seven million dollars were borrowed in this way, making it possible to pay off the soldiers before they disbanded.

Of what did the cost of the war consist? Money —payment of the soldiers, up-keep of the army, supplies, arms, etc. Actual expenditure, one hundred and seventy million dollars. What expenditure later for the soldiers? Pensions, seventy million dollars.

Loss in life and progress, too great to estimate. Why would progress be affected not only during the years of the war but for years afterward?

How could the war have been averted? How did the Tory party in England work against the best interests of England herself? What were King George's ideas of personal government and how did his attitude toward the American colonies help to bring on the War of the Revolution? Why have the ideas of Lord Camden and Lord Chatham been accepted as really British principles? What is England's policy now in the government of Canada, her other dominions, and her colonies? A recent great British statesman said: "The American Revolution was a distinct victory for English liberty." Why does that seem to be true?

(4) THE CRITICAL PERIOD (1783-1789)

LOUISE STEVENSON FOSTER

Revised by the Committee

“The times that tried men’s souls are over,” was a remark made at the close of the War of the Revolution. Why did this seem true? The American people had fought hard and had been successful. What had they won? Independence was of priceless value for them, but they had won something else which was just as much needed if they were to play a worthy part in the affairs of the world: That was the opportunity to lay the foundation for a strong union of states under a republican form of government. Before finding out how the states established such a union and thus brought a real peace to the country, let us go back about a century and a half, before the Revolution ended. A study of a few events during this period will help us to understand how the sentiment of union had been slowly growing among the American people.

The first of these events was the New England Confederation. When was it brought about and for what purpose? What colonies united in forming this confederation? What was Franklin’s Plan

of Union and why did he propose it? How many colonies were represented in the Stamp Act Congress? What was its purpose and what did it do?

What was the purpose of the Committees of Correspondence and what did they accomplish? What was the occasion of the First Meeting of the Continental Congress? How many colonies were represented and what things did it do? What was the principal value of all these groups of men meeting and working together? The colonies were learning how to unite in a spirit of co-operation. They were coming to know better during the course of years that they could do more by pulling together than they could by each going its own way. What else would they gain from their experience of co-operating to gain some definite end? Confidence in their own strength. What body of men adopted the Declaration of Independence? What did this adoption mean? After the Declaration of Independence was agreed upon and signed by the Continental Congress the need of union among the states was more deeply felt than ever before. Why? Now let us see how the thirteen colonies met this need by forming a league of friendship in which all were to have a share.

What was the original purpose of the Continental Congress? To consider what measures were best for the general welfare. Why did it take upon itself other duties which really became its most

important ones? What difficulties did Congress have in carrying on the war? Troubles arising from lack of authority. (Reports on Morris's efforts to borrow money; our lack of credit abroad.) How could they best attempt to overcome these difficulties? The real authority in free government must come from the people, and they had given it to the states. What troubles would occur when Congress tried to get the states to give it this authority? States unable to agree, jealous of one another and of any authority over them. Why would the people feel more closely in touch with their states than with Congress? They had been accustomed to obeying laws made by their own colonies, and the states had taken the place of the colonies after the adoption of the Declaration of Independence.

How could Congress bring about an agreement among the states to give it the powers it should have? What powers should be included in such a plan of government? Let us make a list of what you would consider necessary governmental powers. Compare these with the weakness of Congress in the Articles of Confederation: It could declare war, but it could not raise or support an army. It could find out the amount of revenue needed for the expenses of carrying on the government, but it could not raise a dollar by taxation. It could not regulate commerce. The Confederation had a legislative body to make the laws, but it had no executive to

enforce the laws and it had no Supreme Court. What do you consider the greatest weakness here? Congress could advise the states what to do, but the states could do as they pleased in the matter of taking the advice and acting upon it. Why might certain states refuse to adopt the Articles of Confederation? Why did Maryland refuse for a long time?

How could Congress make clear to the people the purpose of the Articles? By writing a statement of such purpose at the beginning of the document. (Read the preamble to the class. Explain the language of the preamble as showing that the states were clinging to their rights, so called, and unwilling to give up more than was absolutely necessary.) This "union" was merely a partnership, a league of friendship, or confederation, and although it was a long step forward for the American people to take, it had many elements of weakness, as we shall see.

What difficulties would Congress have in raising money for regular government expenses? What were the two ways of doing this? By making requests of the states and by borrowing. What was the effect on our foreign credit when France refused further loans? How could we maintain this credit? Pay interest at least. What objections would be raised by the states? Why did not Congress raise money by laying a tax upon foreign goods coming

into the country as it does to-day? Commerce with foreign countries was under the control of the states, and therefore Congress could not levy any duties on imported goods. Which had more power, then, Congress or the separate states? As a matter of fact, the main business of Congress was to recommend and advise. It could not compel a state or a citizen of a state to do anything. In reality, then, what was Congress? Largely the agent of the states.

What trouble might occur because the army was unpaid? (Reports on attempt to establish a monarchy; Gates and Newburgh address.) How would Washington handle this difficult and trying situation? Compare his principles of conduct with those of Gates. Congress fled from eighty drunken soldiers. What effect would this have on our reputation among foreign nations? What effect upon the soldiers and upon the American people as a whole?

Why would Congress not be able to keep the agreement we made in the treaty with England at the close of the Revolution, namely, that we would pay certain debts owed by Americans to English merchants? Because of lack of authority over debtors or any other citizens of the country. How could such payment be enforced? How might the states evade their responsibilities and even work directly against Congress? Why could not Congress make good the losses of the Tories who left the country

during the Revolution, losses which in the treaty we agreed to make good? It had no power to do more than recommend that the states pay such losses.

How could England retaliate for our treatment of the Tories? How hurt us at our weakest point? What would be the effect of keeping British garrisons on our frontiers? Loss of fur trade, growing boldness of Indians. Other discourtesies were shown us by England; for instance, refusal to send a minister to us or to recognize Adams as our minister to her. How could she hurt American industries, especially ship-building? Pass laws forbidding trade between England and our country. What class in England would encourage this? Ship-builders and merchants. Why was Congress powerless to prevent this? Articles made in England were needed here; the lack of uniform navigation laws for the states. How might this be remedied?

Since states were allowed to tax goods brought from one into another, what troubles would occur? (Reports on (1) quarrel between New York and New Jersey; (2) quarrel between New York and Connecticut; and (3) shameful outrages in the Wyoming valley.) What might have been the result of this trouble? War between Connecticut and Pennsylvania. (Report (4) on trouble between New York and New Hampshire over the possession of Vermont.) Criticize the spirit of New York in all these quarrels. Did she gain anything? Show that she actually

waged war upon her neighbors, although it was only a commercial war.

Why would this country have trouble in protecting American citizens? (Report on Barbary pirate situation.) What would Congress do to-day in such a case? Make a treaty and secure fair treatment. Why not then? Weak and unable to secure a treaty. (Report on the meeting of John Adams and the Moorish envoy. Quote Washington, Fiske's Critical Period of American History, p. 162.)

What were the chief occupations of the American people at that time? How affected by the war? How could they pay for imports? What effect upon amount of specie? What method of buying and selling had to be used? Barter. Why not a good way? Great hindrance and inconvenience. What other kinds of money besides gold and silver? What makes paper money worth anything? What were the dangers of issuing paper money? Government's lack of credit. What would happen when people knew this? What effect on prices? What did people do to supply their wants? Borrowed money. There was a craze for paper money. What would a wise legislature do when urged to issue it? Refuse. (Reports on troubles in Massachusetts, Shay's Rebellion, bloodshed in New Hampshire and Vermont.) What danger to the country? Insurrection.

Why was Congress powerless? It had no money

with which to pay troops, so it had to depend upon state militia. Why was it not given more power? How could the matter be remedied? Change the Articles. How was this to be done? What better way can you suggest? New plan altogether. All these difficulties gradually opened the eyes of the people to the need for peace and union.

What would be the attitude of European countries toward the United States? They would have little respect for such a weak country. It did not seem to them at all unlikely that the United States would come to ruin. As one prominent American remarked: "I am in no doubt about the weakness of the federal government. If it remains much longer in its present state of imbecility, we shall be one of the most contemptible nations on the face of the earth." Washington said: "I predict the worst consequences from a half-starved, limping government, always moving upon crutches and tottering at every step." What was the greatest trouble of all? Lack of union. Compare instances in ancient and mediæval history—wars between Greek cities; quarrels between towns of Middle Ages. What was the result of continual warfare between the Greek city-states? Downfall caused by lack of union. Were these old quarrels any worse than those between "Christian" nations to-day?

We have been discussing the reasons why the country seemed to be falling to pieces. We will now

consider a few events which tended to draw people in different sections closer together. What four states laid claim to the territory between the Ohio and the Mississippi, known as the Northwest Territory? What was the basis of the claim in the case of each state? Why did Maryland object to these claims? How was the difficulty finally settled? What would be the natural result of the states having a common ownership of the Northwest Territory? As an outcome of the dispute concerning this common ownership, Congress passed the Ordinance of 1787. Name two or three important provisions that it contained. What effect would the passing by Congress of this ordinance have on the growth of national feeling? Washington was deeply interested in making an effective union—in making the United States a strong nation. Therefore he wished the states on the Atlantic coast to be as closely connected as possible with the regions lying farther west, and he used his great influence to extend the navigation of the James River and the Potomac. What benefit would this extension bring to the East? To the West? Commerce would unite them by bringing them more closely into contact with each other. How would this strengthen the feeling of union? There was a meeting at Mount Vernon of delegates from Maryland and Virginia. Although only these two states were represented, some important steps were taken toward bringing

about changes for the better among all of the states. It was voted to recommend that Maryland and Virginia should co-operate with Pennsylvania in connecting the James River and the Potomac with western rivers. Why was this important? What other recommendations did this meeting make? That Virginia and Maryland should adopt a uniform system of duties on foreign goods and of commercial regulations, and that they should also establish uniform rules about the kind of currency, or money, they would use.

A further step toward a strong union of the states was the Annapolis Trade Convention, which opened its sessions in September, 1786. As only five states were represented, what would you expect of this gathering? Unsatisfactory results. What would the delegates to this convention try to do? Bring about still another and larger convention. To this end, what action did they take? Adopted an address to the country which was proposed by Alexander Hamilton. What question was the new convention to take up? The commercial situation primarily. What else, do you think? Devise such further provisions as should seem necessary "to make the constitution of the federal government adequate to the exigencies of the Union."

Virginia was the first state to elect delegates to the convention, which came to be known as the Constitutional Convention. What effect on the other

states? How many states were finally represented? All but Rhode Island. (Reports on the men in the convention, especially on the personality of Madison and Hamilton.) Why was Madison a leader? Reasons why the proceedings were kept secret. What were the two alternatives before the convention? To amend the Articles of Confederation or to make new ones? Why did the convention decide to work out a new plan of government? How would the delegates proceed to work? Collect and compare ideas. What were the most needed changes? Why?

There was much discussion, many warm debates, and three troublesome conflicts. What was the conflict between the large states and the small states about? How they should be represented in Congress. What did the large states wish? The small states? The dispute was settled by the adoption of the Connecticut Compromise. What was this compromise? Another conflict was between the free states and the slave states. What did the free states wish? The slave states? This was settled by another compromise. What was it? Still another conflict was about the regulation of commerce. How was this settled as to the slave trade? As to commerce? We should all be glad that the regulation of commerce was now in the hands of Congress and not of the separate states. Why?

In order to strengthen the new system of govern-

ment it was planned that there should be three departments similar to those in the states? Of what was the legislative department to consist? the executive department? the judicial? What was each of these departments to do? Why was it better to have three departments than to have just one, as under the Articles of Confederation?

Recall the reasons why Congress was weak under the Articles of Confederation. The men in the Constitutional Convention were careful to see that the new government should have real power, such as the power to make war and peace, to regulate commerce, and to raise money by taxation. Why?

John Fiske said of the work of the Constitutional Convention: "It was one of the longest reaches of constructive statesmanship ever known in the world. There never was anything quite like it before. . . . In some future still grander convention we trust the same thing will be done between the states that have been wholly sovereign, whereby peace may gain and violence be diminished over other lands than this which has set the example." Has an attempt to hold such a convention as John Fiske referred to yet been made? Yes, by the recent Peace Conference at Paris. What did this convention do? Outlined a constitution for a League of Nations. Of how many nations was it hoped that this League would finally consist? What was the leading purpose of the League of Nations? To

prevent war by settling international disputes by peaceful methods. How many nations entered the League of Nations at the first opportunity? In so far as the League of Nations would prevent war between nations without the sacrifice of national ideals or national principles, such a League met with no opposition. The United States has not become, and may not become, a member of the present League, but if not, the purpose of the present League, apart from the actual provisions contained in it, must still remain the hope of international peace.

What did Franklin say just as the Constitutional Convention was breaking up at the end of its session of about four months? "As I have been sitting here all these weeks," he said, "I have often wondered whether yonder sun is rising or setting. But now I know that it is a rising sun." It was a rising sun. It was a rising sun for our own country; it was a rising sun for the freedom and the rights of humanity throughout the world.

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